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SMITH COLLEGE BULLETIN

1999-2001 CATALOGUE



Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Campus Security Act Report

The annual Campus Security Act Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Act Report are available from the Department of Public Safety, Neilson Library B/54, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Public Safety, at (413) 585-2490.

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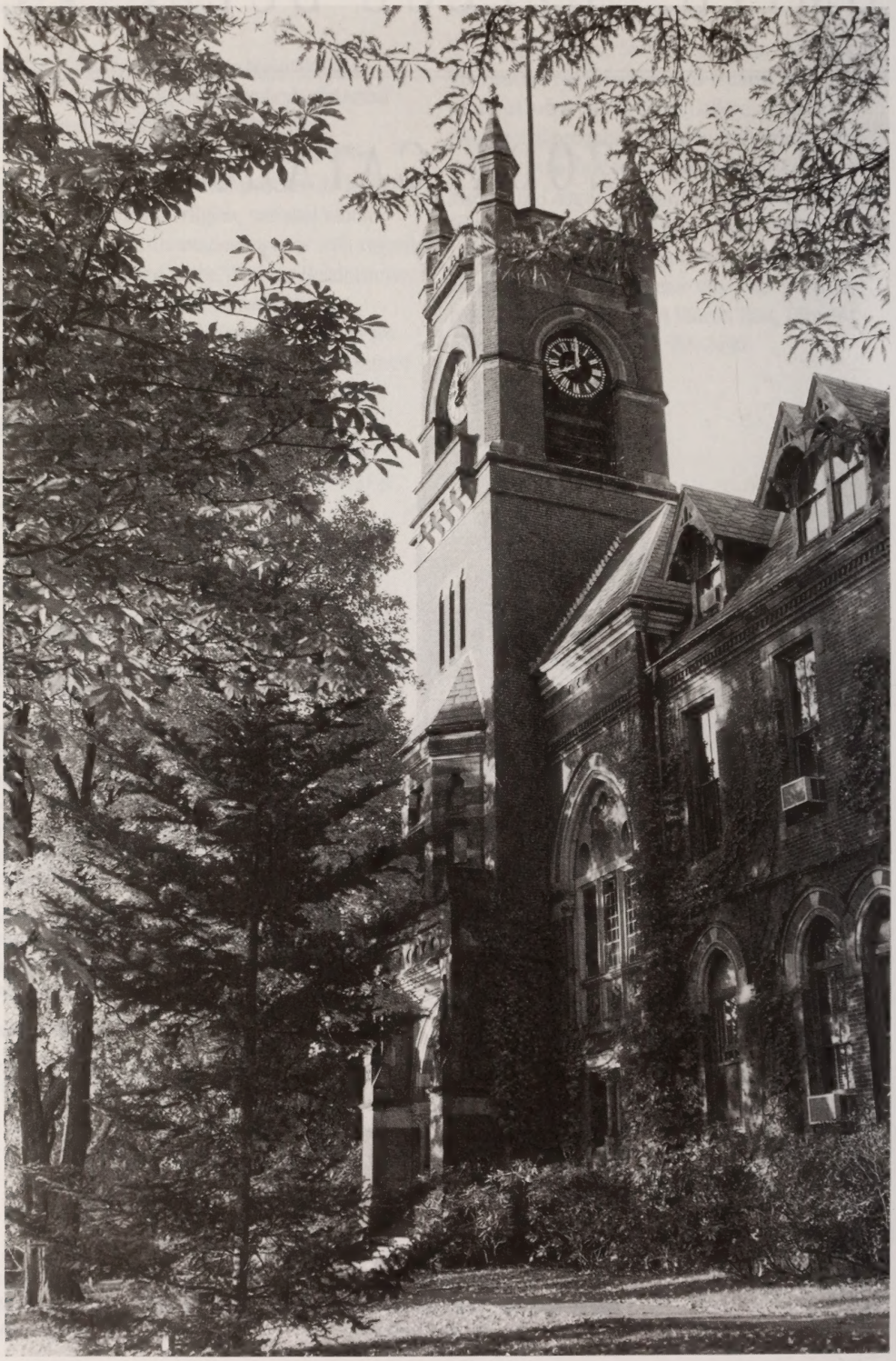
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Smith College
Northampton, Massachusetts 01063
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How to Get to Smith

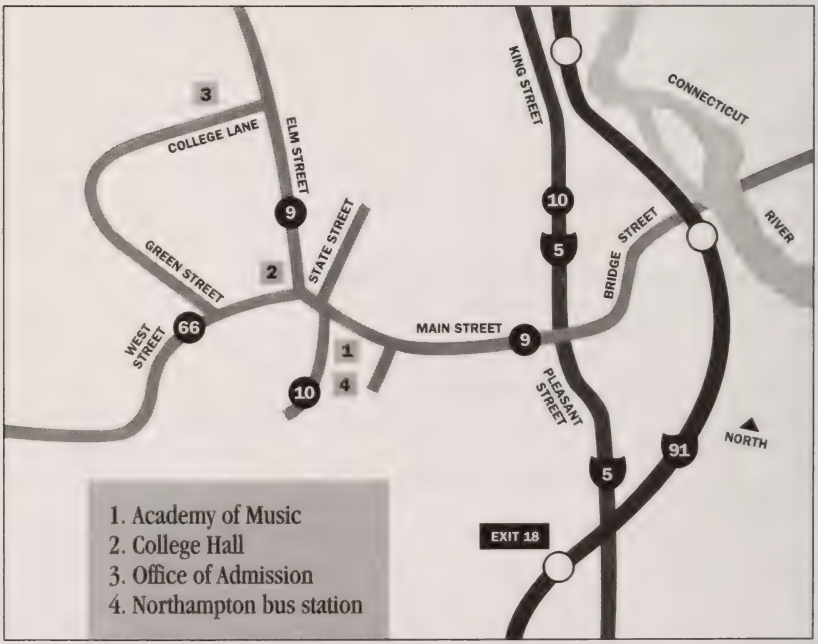
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, pp. vi–vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. At other times, including holidays, office staffs may be available by appointment. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission
Nanci Tessier, *Director of Admission*
7 College Lane, (413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3:30 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please call the Office of Admission for specific times.

Financial Aid and Campus Jobs for Undergraduates
Myra Baas Smith, *Director of Financial Aid*
College Hall 10
(413) 585-2530, 8:30 a.m.–4:30 p.m.
(800) 221-2579, January 15–June 15
(Monday–Thursday 2–9 p.m. Eastern time, Friday 2–4:30 p.m.)
E-mail: newstudent@ais.smith.edu
or pcounselors@ais.smith.edu

Payment of Bills
Anthony Symanski, *Controller*
College Hall 9

Academic Standing
Maureen A. Mahoney, *Dean of the College*
College Hall 21
Tom Riddell, *Dean of the First-Year Class*
Mary Philpott, *Dean of the Sophomore and Junior Classes*
Donald B. Reutener, *Dean of the Senior Class*
Alison Tuttle Noyes, *Assistant Dean for International Study*
College Hall 23

Ada Comstock Scholars Program
Erika J. Laquer, *Director*
College Hall 32

Student Affairs
Mela Dutka, *Dean of Students*
College Hall 24

Career Planning and Alumnae References
Barbara Reinhold, *Director of Career Development Office*
Drew Hall

Medical Services and Student Health
Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

Transcripts and Records
Patricia O'Neil, *Registrar*
College Hall 6

College Relations
Ann Shanahan, *Interim Chief Public Affairs Officer*
Garrison Hall

Advancement
Karin George, *Vice President for Development and Chief Advancement Officer*
Alumnae House

Graduate Study
Alan L. Marvelli, *Director*
College Hall 3

School for Social Work
Anita Lightburn, *Dean*
Lilly Hall

Alumnae Association
Carrie Staples Cadwell, *Executive Director*
(413) 584-2985

Academic Calendar, 1999–2000

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period.

First Semester, 1999

Thursday, September 2, 9 a.m.–4 p.m.—Central check-in for entering students
Sunday, September 5, noon–6 p.m., Monday, September 6, 1–4 p.m.—Central check-in for returning students
Monday, September 6, 7:30 p.m.—Opening Convocation
Tuesday, September 7, 8 a.m.—Classes begin

To be announced by the president—Mountain Day (morning and afternoon classes canceled)
Saturday, October 9–Tuesday, October 12—Autumn recess
Friday, October 22–Sunday, October 24—All-college celebration and Family Weekend

Thursday, November 4—Otelia Cromwell Day (afternoon and evening classes canceled)
Monday, November 8–Friday, November 19—Advising and course registration for the second semester of 1999–2000
Wednesday, November 24–Sunday, November 28—Thanksgiving recess

Tuesday, December 14—Last day of classes
Wednesday, December 15–Friday, December 17—Pre-examination study period
Saturday, December 18–Tuesday, December 21—Midyear examinations
Wednesday, December 22–Sunday, January 2—Winter recess

Interterm Period, 2000

Monday, January 3 through Saturday, January 22, 2000

Second Semester, 2000

Thursday, January 20–Sunday, January 23—Orientation for entering students
Sunday, January 23, 1–5 p.m., Monday, January 24, 8 a.m.–4 p.m.—Spring check-in for returning students
Monday, January 24, 8 a.m.—Classes begin
Monday, January 24—All-college meeting

Wednesday, February 23—Rally Day exercises (all classes canceled)

Saturday, March 11–Sunday, March 19—Spring recess

Monday, April 3–Friday, April 14—Advising and course registration for the first semester of 2000–01
Friday, April 28—Last day of classes
Saturday, April 29–Monday, May 1—Pre-examination study period

Tuesday, May 2–Friday, May 5—Final examinations
Sunday, May 14—Commencement

Academic Calendar, 2000–01

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/admission/dates.html for further details.

First Semester, 2000
Thursday, September 7, 8 a.m.—Classes begin

To be announced by the president—Mountain Day (morning and afternoon classes canceled)
Saturday, October 7–Tuesday, October 10—Autumn recess

Thursday, November 2—Otelia Cromwell Day (afternoon and evening classes canceled)
Monday, November 6–Friday, November 17—Advising and course registration for the second semester of 2000–01
Wednesday, November 22–Sunday, November 26—Thanksgiving recess

Thursday, December 14—Last day of classes
Friday, December 15–Monday, December 18—Pre-examination study period
Tuesday, December 19–Friday, December 22—Midyear examinations
Saturday, December 23–Sunday, January 7—Winter recess

Interterm Period, 2001
Monday, January 8 through Saturday, January 28, 2001

Second Semester, 2001
Monday, January 29, 8 a.m.—Classes begin

Wednesday, February 21—Rally Day exercises (all classes canceled)

Saturday, March 17–Sunday, March 25—Spring recess

Monday, April 2–Friday, April 13—Advising and course registration for the first semester of 2001–02

Friday, May 4—Last day of classes
Saturday, May 5–Monday, May 7—Pre-examination study period
Tuesday, May 8–Friday, May 11—Final examinations
Sunday, May 20—Commencement

The Mission of Smith College

Smith College began more than 125 years ago in the mind and conscience of a New England woman. In her will, Sophia Smith expressed her vision of a liberal arts college for women equal to the best available to men, one which would make it possible "to develop as fully as may be the powers of womanhood." By means of such a college, she wrote, women's "'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased...their power for good incalculably enlarged." In this spirit Smith College seeks to provide the finest liberal arts education for women of diverse backgrounds, ages and outlooks who have the ability and promise to meet the demands of an academically rigorous curriculum.

Today Smith College, as the largest liberal arts college for women, is well situated to fulfill its founder's wish to provide such "studies as coming times may develop or demand for the education of women." For its pursuit of the advancement of learning the college is endowed with exceptional resources and facilities, an outstanding faculty and a dedicated staff, and a rich international curriculum. Smith's overall educational purposes are furthered by a number of co-educational graduate programs, and by membership in the Five College Consortium, which offers all our students an abundance of academic, cultural and social advantages.

The Smith faculty has committed itself to two purposes, which it regards as fully complementary. It educates students, and it conducts research in the arts and sciences or engages in the performing or creative arts. The faculty believes that the best undergraduate education is to be fostered by offering a wide range of courses designed to develop students' analytic, creative and expressive powers. Students—advised by the faculty—plan programs of study suited to their individual talents and interests, and thereby share the responsibility for their own education.

Smith students come from throughout the United States and more than 60 countries around the world. They bring to the college an array of talents that allows them to develop and hone intellectual discipline and the habits of inquiry, reflection and criticism necessary for success in their lives and careers. In providing women with a liberal arts education, a broad range of co-curricular activities and a house residential system fostering self-reliance and self-governance, Smith endeavors to produce graduates distinguished by their intellectual capabilities, their capacity for leadership, their ethical values and their readiness to contribute to the betterment of the world. Becoming alumnae, our graduates inspire new generations of students and enhance in many ways the life of the college. Altogether, the Smith community—students, faculty, staff and alumnae—strives to be what its founder envisioned, "a perennial blessing to the country and the world."

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

> I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.
>
> It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

> And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best

colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about $400,000 to more than $3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of $1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the $7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly grow-

ing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than $300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons is the first African-American woman to head any top-ranked American college or university.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, in accord with the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.
Psychology, 1927–32

G. Antonio Borgese, Ph.D.
Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.
English, second semester, 1937–38

Alfred Einstein, Dr. Phil.
Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.
Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.
Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.
History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)
Botany, 1942–43

Edgar Wind, Ph.D.
Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.
English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.
International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.
History, second semester, 1951–52

Wystan Hugh Auden, B.A.
English, second semester, 1952–53

Alfred Kazin, M.A.
English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)
Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.
Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.
Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.
Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)
Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.
English, second semester, 1961–62

Dénes Bartha, Ph.D.
Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.
History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)
Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)
Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.
Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.
Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.
American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)
Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres
French, first semester, 1981–82

Victor Turner, Ph.D.
Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.
History, first semester, 1985–86

Germaine Brée, Ph.D.
Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.
Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.
Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.
Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.
Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.
Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.
Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.
Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.
Comparative Literature, second semester, 1995–96

June Nash, Ph.D.
Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.
Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.
Biological Sciences, first semester, 1997–98

Ruth Klüger, Ph.D.
German Studies, first semester, 1998–99

Romila Thapar, Ph.D.
Religion and Biblical Literature, second semester, 1998–99

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars:

Charles Mitchell, M.A.
Art History, 1974–75

Felix Gilbert, Ph.D.
History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana
Italian Humanism, second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres
French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.
History, first semester, 1980–81

Alistair Crombie, Ph.D.
History of Science, second semester, 1981–82

John Coolidge, Ph.D.
Architecture and Art History, second semester, 1982–83

Howard Mayer Brown, Ph.D.
Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.
Art, first semester, 1987–88

George Kubler, Ph.D.
Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.
Art, second semester, 1991–92

Diane De Grazia, Ph.D.
Art, second semester, 1993–94

Larry Silver, Ph.D.
Art, first semester, 1994–95

Andrée Hayum, Ph.D.
Art, second semester, 1994–95

Mark P.O. Morford, Ph.D.
Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.
Jewish Studies, 1996–97

Annamaria Petrioli Tofani, Dottore in Lettere
Art and Italian Language and Literature, first semester, 1997–98

Nancy Siraisi, Ph.D.
History of the Sciences, first semester, 1998–99

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing "the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge," to which was added, "The former of these is, perhaps, the more important of the two." At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student's course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it "is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it."

In the spirit of "individual liberty [and] largeness of opportunity" Smith College has since 1970 had no distribution requirements for graduation. In the interest of "discipline" each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for "system" the college assigns each student a faculty member as academic adviser, and strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Indeed, for students entering in 1994 or later and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, "to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion."

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

1) *Literature,* either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2) *Historical studies,* either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3) *Social science,* because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4) *Natural science,* because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
5) *Mathematics and analytic philosophy,* because they foster an understanding of the nature and use of formal, rational thought;

6) *The arts,* because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7) *A foreign language,* because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. (The list of such courses, approved by the Committee on Academic Priorities, is made available at the time of registration for each semester.) There are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. One-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The requirements for each major are described at the end of the course listings for each major department and program.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student's adviser.

Major programs are offered by the following departments:

Afro-American Studies
Anthropology
Art
Astronomy
Biological Sciences
Chemistry
Classical Languages and Literatures
Computer Science
Dance
East Asian Languages and Literatures
Economics
Education and Child Study
English Language and Literature
French Language and Literature
Geology
German Studies
Government
History
Italian Language and Literature
Mathematics
Music
Philosophy
Physics
Psychology
Religion and Biblical Literature
Russian Language and Literature
Sociology
Spanish and Portuguese
Theatre

Interdepartmental majors are offered in the following areas:

American Studies
Biochemistry
Comparative Literature
Latin American and Latino/a Studies
Medieval Studies
Women's Studies

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans' office, College Hall 23, or from the Ada Comstock Scholars Office, College Hall 32.

Students in departmental majors or in student-designed interdepartmental majors may enter the

honors program. A description of the honors program can be found on page 12.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Archaeology
East Asian Studies
Engineering
Environmental Science
Ethics
Film Studies
History of the Sciences
International Relations
Jewish Studies
Logic
Marine Sciences
Neuroscience
Political Economy
Public Policy
Third World Development Studies
Urban Studies

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 30 and April 30. Proposals for minors may be submitted at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the class deans and the director of the Ada Comstock Scholars Program.

Students in a student-designed interdepartmental major apply to undertake an honors program in that major through one of the departments or programs of the major.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the advisers listed on pages 179–180.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Career Development Office for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 119 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows women of nontraditional age to complete a bachelor of arts degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, special orientation programs, peer advising, a center for the exclusive use of participants in the program, and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see page 45. Information about expenses and how to apply for financial aid can be found on pages 34 and 39. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090; e-mail, comstock@smith.edu; or fax (413) 585-3595.

Community Auditing: Nonmatriculated Students

Members of the local community are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's

office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic in depth or undertake research within the department of the major. Students should consult the departmental director of honors about application deadlines. Students must have departmental permission and a 3.3 average for all courses in the major and a 3.0 average for courses outside the major through the junior year. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Departmental honors requirements are outlined in the catalogue following each department's course offerings. Information regarding procedures can be obtained from departmental directors of honors, the class deans or the director of the Ada Comstock Scholars Program. The culmination of the work is a thesis written under the direction of a member of the department.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans and the Ada Comstock Scholars office. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a summer or first-semester program. Information and applications for internships are available in the office of the class deans and the Ada Comstock Scholars office. A maximum of 16 credits for independent study projects and internships combined is allowed.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend one or two years working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 30 and April 30 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Committee on Academic Priorities. Work done in the program may result in a thesis, a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Smith College offers a wide range of study abroad programs, from the Smith-run programs in Western Europe, to Smith-affiliated and Smith-approved programs all over the world. For the Smith Junior Year

Abroad (JYA) programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study abroad programs, students must submit a plan of study for college approval by the Committee on Study Abroad early in the semester prior to studying abroad. Students may contact the Office for International Study for information on deadlines and procedures.

For all programs receiving Smith credit, the Smith College comprehensive fee will be charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year's study in Northampton. For programs not run by Smith, Smith pays tuition, room and board on behalf of the student to the study abroad program. Students are responsible for all expenses and all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

Financial aid is available for all approved study abroad programs on the same basis as it is for study in Northampton.

All students who wish to study abroad must obtain approval from the Committee on Study Abroad. Students should have a cumulative GPA of 3.0, a declared major and no shortage of credit at the time of application to be approved for study abroad; exceptions are considered on a case-by-case basis. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines with the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students board with local families, or live in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each Smith JYA program lasts a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn up to 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. During vacations the college assumes no responsibility for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Applicants should have a minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of two years of college-level instruction in the appropriate language before they can be selected to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for the Junior Year Abroad programs are selected by a selection committee which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who

withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are offered during orientation as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the Università di Firenze together with Italian students. Students may elect courses offered especially for Smith by university professors at the Smith Center, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language. Sixteen credits of college-level Italian are required for participation.

GENEVA

The year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the Université de Genève and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Geneva in September. The academic year begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Since classes in Hamburg are conducted in German, students are expected to have an excellent command of the language; normally, four semesters of college German are required for participation in the program.

PARIS

The program in France begins with a six-week period devoted to intensive work in the language, supplemented by courses, lectures and excursions. In early October, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atélier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students are expected to have an excellent command of the language. For

prerequisites, see the requirements for study abroad under French Language and Literature.

Smith-Affiliated Study Abroad Programs

Smith College is affiliated with six study abroad programs in Japan, China, Rome, Spain, Russia and India. Each program has a Smith faculty adviser who participates in selecting students for the program and advises students who are selected.

Students applying to affiliated programs should meet the requirements of the respective program. The affiliate program application must be filed with the faculty adviser for the program by the deadline specified.

ASSOCIATED KYOTO PROGRAM (AKP)

Smith is one of the sponsors of the Associated Kyoto Program. Kyoto, Japan's ancient capital, offers an unparalleled milieu for the study of Japanese civilization. The year is divided into two 12-week semesters; thus, there is ample time for independent study and for travel to other parts of Japan and East Asia. Normally, participants must have completed at least two years of college Japanese. Interested students should consult the director of East Asian studies or the AKP campus representative for information and deadlines.

DUKE STUDY IN CHINA PROGRAM

Administered by Duke University, this six-month program runs from June through December. It combines study at two different locations in China: an eight-week summer course of intensive language study in Beijing, and a fall semester in Nanjing. It also includes approximately four weeks of educational travel within China. Participants must have completed at least one year of Chinese language study. Interested students should consult with the director of the East Asian Studies program or the Duke in China campus representative for information and deadlines.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)

Qualified majors in classics, ancient studies and art history may spend one semester of their junior (or, in some cases, sophomore) year at the center and obtain full credit toward their degree for work satisfactorily completed. The curriculum includes the study of Latin and Greek literature, Greek and Roman history, ancient art and archaeology, and field trips within Italy and Greece. The faculty of the center is composed of members of the faculties of the participating institutions. Instruction is in English. Admission is competitive. Classics majors must have completed the equivalent of at least four semesters of college-level Latin and two of Greek. Interested students should consult the Department of Classical Languages and Literatures for information and deadlines.

PROGRAMA DE ESTUDIOS HISPÁNICOS EN CÓRDOBA (PRESHCO)

Córdoba, Spain, is uniquely rich in history and monuments that reflect the prominence of its Arabic culture in the eighth and ninth centuries, the intellectual vigor of Western thought in later centuries and the social and political movements of the 19th and 20th centuries. The minimum language requirement is normally two years of college Spanish. Interested students should consult the Department of Spanish and Portuguese or the PRESHCO campus representative for information and deadlines.

SOUTH INDIA TERM ABROAD (SITA)

Administered by Bowdoin College, SITA allows two Smith students per year to participate in their program in Madurai. Students applying must prove a serious interest in issues related to the culture and history of a developing country such as India. Interested students should consult with Dennis Hudson, professor of religion, for information and deadlines.

MIDDLEBURY COLLEGE SCHOOL IN RUSSIA

Through the Middlebury College School in Russia, students can study for a year at selected universities in Moscow, Voronezh, Yaroslavl and Irkutsk. The program is designed for a wide variety of majors with at least two years of Russian. A week-long orientation in Moscow offers lectures on the culture and educational system of Russia as well as day trips around Moscow. Smith students live in dormitories with Russian roommates or with host families. During the year, students take a one-week group excursion and a week of vacation travel on their own. Internships and volunteer opportunities are available at all four university locations. Interested students should consult with Alexander Woronzoff-Dashkoff for information and deadlines.

Smith-Approved Study Abroad

Students may also explore a wide range of additional options for study abroad that have been approved by the Committee on Study Abroad for the college. There are Smith-approved programs in all regions of the world, including Latin America, Asia, Africa, English-speaking countries, and countries in Europe not served by Smith programs. Smith-approved study abroad programs are selective but generally open to students with a strong academic background and sufficient preparation in the language and culture of the host country. A list of approved programs is available from the Office for International Study along with the guidelines for study abroad. Students wishing to petition for Committee on Study Abroad approval for a program not approved by Smith must do so by mid-semester prior to the deadline for study abroad applications.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 242.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of outstanding scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on pages 77–78.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, and the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.



The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community of diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.2 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. The libraries' Web page (www.smith.edu/libraries) links students to the Five College Library catalogue, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to full-text resources and to the Internet.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary

sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects all kinds of video materials, provides production and viewing facilities and coordinates projectionist services.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of five interconnected buildings housing eight academic departments—astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology—with approximately 80 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 144,000 volumes, 22,000 microforms, 700 periodical subscriptions, and 150,000 maps, and provides a wide array of computer databases and other electronic resources including access to the Internet from 15 computer workstations. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

In addition to on-campus astronomy facilities, including a rooftop observatory equipped with a 14-inch Schmidt-Cassegrain reflector and several small telescopes, Smith also has an observatory in West Whately that contains a 16-inch Cassegrain reflecting telescope used for advanced teaching and research.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates as well as a fully equipped plant physiology laboratory and horticultural laboratory. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–11 p.m.
Friday	7:45 a.m.–10 p.m.
Saturday–Sunday	10 a.m.–10 p.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices and classrooms. It also houses the Hillyer Art Library, with more than 80,000 volumes, 35,000 microforms, 315 current periodical titles and a full range of electronic resources. A separate Visual Resources Center has almost 100,000 photographs and images. Graham Hall is a large auditorium used for lectures and special media presentations.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present.

The Fine Arts Center will close for expansion and renovation after spring semester 2000. Courses for academic year 2000–01 will be held in alternate on-campus locations. The Museum of Art will close after fall semester 1999. The complex is expected to reopen in the fall of 2002.

Art Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Museum hours

Tuesday, Wednesday, Friday and Saturday	9:30 a.m.–4 p.m.
Sunday	noon–4 p.m.
Thursday	9:30 a.m.–8 p.m.
Mondays	closed
Holidays:	
January 1, July 4, Thanksgiving, Christmas Eve and Christmas Day	closed

Open hours may vary around holidays; please call before visiting.

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 83,000 books and scores, 217 current periodical titles and 53,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–11 p.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer stations and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state-of-the-art multi-media resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday–Thursday	8:30 a.m.–noon
	1– 6 p.m.
	7–11 p.m.
Friday	8:30 a.m.–noon
	1–5 p.m.
Saturday	1–5 p.m.
Sunday	1–5 p.m.
	7–11 p.m.

Information Technology Services

Information Technology Services' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all buildings and residential houses. Resources, which are continually expanding, include more than 400 IBM-compatible and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and a cluster of UNIX minicomputers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Technology Services administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. For a nominal connection fee, students living on campus also have access to Smith's computer resources through CyberSmith, the residential house network.

Jacobson Center for Writing, Teaching and Learning

From its offices in Seelye 307, the Jacobson Center offers a variety of programs to help students develop skills in writing and effective learning. A staff of professional writing counselors is available to review student drafts, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in the center and other campus locations. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. All of these services are free and are used by substantial numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Jacobson Center also offers workshops in time management and study skills. It maintains a library of resources on improving teaching skills for faculty members and, in conjunction with the dean for academic development, sponsors an extensive program of colloquia for faculty on teaching issues.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six squash courts overlooked by a two-court gallery and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 35 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. The houses provide a homelike atmosphere and supportive climate

for learning. All four academic classes are represented in most houses, and students advise one another on academic matters and share various extracurricular interests. A small cooperative house and an apartment complex for a limited number of juniors and seniors offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We hold seminars, workshops and panel discussions that cover internships, career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee." Students, staff and alumnae are encouraged to visit the CDO home page at http://www.smith.edu/cdo for updated calendar and career resource connections. Students in all four classes are also encouraged to register for Ultimate Access, the CDO online listing of internships and jobs.

Health Services

Health Services provides medical and psychological services and health education for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home.

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing, nutrition counseling, routine physicals for summer employment and graduate school, immunizations for travel, flu and allergies, and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not electing to enroll in one of the Smith College insurance plans. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation. These services are strictly confidential and are available to all students free of charge.

The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Students may work collaboratively with the health educator as peer educators.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The dean of religious life has overall responsibility for encouraging and developing the many different expressions of religious life and ethical concern that characterize a pluralistic community like Smith's. Assisting the dean are the director of S.O.S. (the Service Organizations of Smith) and three chaplains to the college, each of whom serves as an adviser to one of the major religious communities. The chaplains are dedicated to a spirit of mutual respect and interfaith collaboration. They organize weekly services in Jewish, Protestant and Catholic traditions and advise many of the religious organizations that meet in the chapel. These include the Hillel Foundation, the Protestant Ecumenical Christian Church and the Newman Association, as well as the Chapel House Representatives, the Interfaith Council and the Heads of the Religious Organizations. They also work to facilitate the activities of Om, the Hindu organization; Al-Iman, the Muslim student organization; the Buddhist Meditation Group; and many others. Other student religious groups, including the Inter-Varsity Christian Fellowship, the Keystone Campus Crusade for Christ, the Baha'i Fellowship, a Five College Christian Science organization, the Korean Christian Church, the Episcopal/Lutheran Fellowship and the Association of Smith Pagans, are all welcome to use the facilities of the chapel and to coordinate their activities through chapel offices.

A vigorous musical life goes on at the chapel as well. The College Choirs Alpha and Omega, the Handbell Choir, the Smith All People's Gospel Choir, the College Glee Club and other organizations are heard during worship services on Sunday morning and Sunday afternoon. The chapel also houses an Aolian-Skinner pipe organ and a smaller tracker organ in its sanctuary. Both are used for teaching, as well as performance by the college organist and by music students.

A number of other programs occur in the chapel, including an ongoing series titled "Contemplation and Action." Religious expression may also be given shape through drama, art exhibits, dance performances and other media of expression.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

The Service Organizations of Smith provide an exciting and extensive program of voluntary service opportunities and internships in community agencies.

It is a matter of college policy that any student who is unable because of religious observances to attend classes or to participate in an examination, study or work requirement on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make-up examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduling examinations.

The Student Body

Summary of Enrollment, 1998–99

UNDERGRADUATE STUDENTS

	Class of 1999	Class of 2000	Class of 2001	Class of 2002	Ada Comstock Scholars	Totals
Northampton area[1]	664[2]	400	659	696	141	2,560
Not in residence[3]	20[4]	244	17	0	2	283

Five College course enrollments at Smith:

First semester	492
Second semester	518

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	46	34	11

1. Guest students are included in the above counts.
2. This includes 72 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 25 Smith students in Paris; four Smith students and two guest students in Hamburg; 15 Smith students and three guest students in Geneva; and 21 Smith students and one guest student in Florence.
4. This includes one Ada Comstock Scholar.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1992 was 83 percent by May 1998. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence, 1998–99

UNITED STATES	
Alabama	7
Alaska	10
Arizona	23
Arkansas	3
California	198
Colorado	22
Connecticut	151
Delaware	9
District of Columbia	11
Florida	56
Georgia	21
Guam	3
Hawaii	8
Idaho	6
Illinois	57
Indiana	26
Iowa	17
Kansas	8
Kentucky	9
Louisiana	10
Maine	59
Maryland	49
Massachusetts*	585
Michigan	37
Minnesota	55
Mississippi	4
Missouri	11
Montana	6
Nebraska	8
Nevada	2
New Hampshire	77
New Jersey	116
New Mexico	12
New York	307
North Carolina	14
North Dakota	6
Ohio	50
Oklahoma	8
Oregon	31
Pennsylvania	84
Rhode Island	21
South Carolina	13
South Dakota	3
Tennessee	11
Texas	62
Utah	7
Vermont	66
Virgin Islands	1
Virginia	47
Washington	91
West Virginia	7
Wisconsin	13
Wyoming	2

FOREIGN COUNTRIES	
Albania	1
Australia	2
Bangladesh	8
Belgium	1
Botswana	1
Brazil	5
Brunei	1
Bulgaria	5
Canada	12
Colombia	1
Croatia	1
England	4
Ethiopia	2
France	4
Germany	1
Ghana	3
Greece	7
Guatemala	1
Hong Kong	4
India	21
Indonesia	1
Israel	1
Italy	1
Jamaica	1
Japan	14
Kenya	2
Lesotho	1
Lithuania	1
Malaysia	4
Malta	2
Mexico	1
Nepal	1
Netherlands Antilles	1
New Zealand	1
Nigeria	1
Norway	2
Oman	5
Pakistan	13
People's Republic of China	5
Peru	1
Philippines	4
Poland	2
Portugal	1
Republic of Korea (South)	21
Romania	2
Russia	3
Senegal	1
Singapore	8
Slovakia	1
Spain	1
Sweden	1
Switzerland	1
Taiwan	5
Trinidad and Tobago	1
Turkey	5
Ukraine	3
United Arab Emirates	1
United Republic of Tanzania	1
Yugoslavia	1
Zambia	1

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors, 1998–99	Class of 1999 (Seniors)	(Honors)	Class of 2000	Ada Comstock Scholars	Totals
Government	69	9	63	1	142
Psychology	77	2	51	7	137
Art					
Architecture & Urbanism	9	1	5	0	15
Art History	20	1	27	8	56
Studio Art	31	3	16	12	62
English Language and Literature	54	9	50	10	123
Economics	59	1	60	2	122
Biological Sciences	48	6	46	5	105
Sociology	30	2	39	2	73
History	27	1	31	3	62
Anthropology	28	0	25	2	55
French					
French	0	0	3	0	3
French Language & Literature	8	0	7	0	15
French Studies	26	0	11	0	37
American Studies	17	3	17	8	45
Women's Studies	20	0	16	3	39
Theatre	17	3	12	1	33
Computer Science	11	1	18	0	30
Mathematics	15	0	13	1	29
Education & Child Study	14	0	10	2	26
Chemistry	10	2	12	0	24
Religion & Biblical Literature	9	0	10	3	22
Latin American Studies	11	1	9	0	21
Neuroscience	6	0	14	1	21
Italian Language & Literature	9	3	8	0	20
Biochemistry	6	1	12	0	19
Philosophy	10	4	5	0	19
Comparative Literature	4	1	12	1	18
Music	6	0	11	0	17
Spanish & Portuguese					
Latin-American Literature	2	0	3	0	5
Portuguese-Brazilian Studies	1	0	1	0	2
Spanish	4	0	6	0	10
Geology	4	2	8	1	15
Physics	2	1	10	0	13
Afro-American Studies	5	3	4	0	12
Russian Language & Literature					
Russian Civilization	2	1	2	0	5
Russian Language & Literature	0	0	1	0	1
Russian Literature	3	0	3	0	6
Classics					
Classical Studies	2	0	2	0	4
Classics	3	0	2	0	5
East Asian Studies	3	0	4	0	7
German Studies					
German Cultural Studies	2	0	1	0	3
German Language & Literature	0	0	1	0	1
German Literature Studies	2	0	1	0	3
Dance	2	2	2	0	6
Smith Scholar	3	0	0	1	4
Sociology and Anthropology	3	0	1	0	4
East Asian Languages & Literatures	2	0	1	0	3
Astronomy	0	0	2	0	2
Linguistics	0	0	2	0	2
Medieval Studies	1	0	1	0	2
Cultural Geography	1	0	0	0	1
Cultural & Political Studies	1	0	0	0	1
Jewish Studies	1	0	0	0	1
Luso-Brazilian Studies	0	0	1	0	1
Urban Studies	1	0	0	0	1

Recognition for Academic Achievement

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude, magna cum laude* or *summa cum laude* on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 68 for a listing of the designations used for the major fields of knowledge).

Please note that *one year* of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the "foreign language" part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements.*

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and

who have no grades below B– are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year names those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars. Students must be enrolled at Smith for the full year to be named to the Dean's List.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry

The **American Chemical Society/Polymer Education Division Undergraduate Award** for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

An award from **The American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** to a student who excels in either American History or American Studies

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carille Prize** for the best original composition for carillon; and for the best transcription for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course; and to a member of the junior or senior class for excellence in Greek

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in traditional verse form

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best first-year student essay on a literary subject; and for the best classroom essay

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize** to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music, in large form; and in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives

The **Harriet R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in Biblical courses

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music

The **Arthus Ellis Hamm Prize** awarded on the basis of the best first-year record

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Ettie Chin Hong '36 Prize** to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke, or Smith colleges, or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936-1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a senior majoring in ancient studies with emphasis on the history of art, intending to pursue the study of classical art at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Barbara A. Liskin M.D., Class of 1974, Prize** to an outstanding Smith senior psychology major interested in the field of psychiatry

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahoney Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahoney Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in women's studies

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Multicultural Award of the Office of Multicultural Affairs** to a senior who has made a major contribution toward promoting diversity and understanding of multiculturalism in the Smith community

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize,** established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College

The **Department of Russian Prize** for the best essay on Russian literature by a senior majoring in Russian

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Seigelid Memorial Prize** for outstanding work in the field of economics by a Smith senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The Smith Council of the Society Organized Against Racism Prize to the student whose community service and academic program have furthered understanding of cultures, communities and individuals who have historically borne the brunt of racism

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies

The **Mary Ellen Szmkowiak Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best piece of writing on a work or works of art in the museum

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Anacleta C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Karel Fierman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual promise and leadership

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Jochanan H.A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

The **Jean Wilson Prize** for a research paper in an upper level history course on a topic in British history

Fellowships

International Fellowships

Students with high academic achievement are encouraged to apply for international fellowships through the college. For undergraduates, the college facilitates opportunities like the Rotary Scholarship and the National Security Education Program Scholarships, while graduating seniors may apply for the Rhodes Scholarship, the British Marshall Scholarship, the Fulbright Scholarship, the DAAD or German Academic Exchange Program Annual Grants, and the Luce Scholars Program. Information on international fellowships is available from the Office for International Study.

Domestic Fellowships

The college also administers a number of domestic fellowships, among them the Harry Truman Scholarship, the Barry Goldwater Scholarship, the Mellon Fellowships in Humanistic Studies, the Beinecke Memorial Scholarship and others. Information on these and other domestic fellowships is available from the Career Development Office.

Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of $17,300, and 53 percent of our student body qualifies for need-based aid.

1999–2000 Comprehensive Fee (required institutional fees)*

	Fall Semester	Spring Semester	Total
Tuition	$11,220	$11,220	$22,440
Room**	1,760	1,760	3,520
Board**	2,150	2,150	4,300
Student activities fee	91	91	182
Comprehensive fee	$15,221	$15,221	$30,442

* Comprehensive fees for 2000–01 can be found in the *Financing a Smith Education, 2000–01* brochure, which may be requested from the Office of Financial Aid or the Office of Admission beginning in April of 2000. This information will also be available on the World Wide Web at www.smith.edu/finaid.

** Room and board will be billed as a combined charge of $3,910 each semester, or a total of $7,820 for 1999–2000.

Statements showing semester fees are mailed on or about July 10 and December 10. Payment of charges for the fall semester is due August 5 (September 1 for international students); payment for spring semester is due January 5 (January 21 for international students). Checks should be made payable to Smith College. Balances that remain unpaid after the due dates may be subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. A student should be prepared to spend approximately $575 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton as part of her yearly expenses for college.

FEE FOR NONMATRICULATED STUDENT

Per course for credit $2,820

FEES FOR ADA COMSTOCK SCHOLARS

Application fee $50
Transient Housing (per semester)
Room only (per night) $250
Room and full meal plan (per night) $610
Tuition per semester
1–7 credits ..... $705 per credit
8–11 credits $5,640
12–15 credits $8,460
16 or more credits $11,220

STUDENT ACTIVITIES FEE

The $182 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

1999–2000 Optional Fees

STUDENT MEDICAL INSURANCE—$840

The $840 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a medical insurance plan through Koster Insurance. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. A student will have until July 10 to cancel enrollment in the college insurance for any part of the 1999–2000 academic year.

MASSPIRG—$12

The $12 MassPIRG fee is billed second semester and is *approved by a vote of the student body.* It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled, if requested by March 5.

Other Fees and Charges

APPLICATION FOR ADMISSION—$50

The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and Part A of the Application for Admission to the Ada Comstock office prior to February 1.

ENROLLMENT DEPOSIT—$300

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. *$100 representing a General Deposit* component is held until six months after the student graduates from the college. The $100 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend). *$200 representing a Room Deposit* component is credited $100 in July toward her fall semester charges and $100 in December toward her spring semester charges.

ROOM DEPOSIT—$200

A returning resident student pays a room deposit on February 10 which serves to reserve a room for the subsequent year, and which is credited $100 to

each semester bill. The deposit is non-refundable. A student applying for a leave of absence by the May 1 deadline will have this deposit, if paid, transferred into a separate holding account until she returns. If she does not return, the deposit will be forfeited.

Payment of the room deposit alone does not guarantee participation in the house decision process for a returning student. The student account must also be in good standing as determined by the bursar in the controller's office in order for the student to become eligible to participate.

NONRESIDENT FEE—$20 PER SEMESTER

The $20 nonresident fee helps to cover the cost of services such as mail delivery and maintenance of lounges for off-campus students.

REFRIGERATOR ENERGY FEE—$15 PER SEMESTER

The $30 refrigerator energy fee helps to defray the energy cost incurred through the use of a refrigerator by a student in her room.

FEE FOR MUSICAL INSTRUCTION—$425 PER SEMESTER (ONE HOUR LESSON PER WEEK)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee. The following schedule of fees will apply:

Courses in ensemble when given individually $70

The above music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily ..... $25 per year
Use of a practice room, one hour daily, and of a college instrument..... $50 per year
Use of organ, one hour daily.... $100 per year

FEE FOR RIDING CLASSES PER SEMESTER

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of $395 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week $365

STUDIO ART COURSES PER SEMESTER

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials ..... $10–$75
Additional supplies ..... $15–$100

CHEMISTRY LABORATORY COURSE PER SEMESTER—$6–$15 PLUS BREAKAGE

CONTINUATION FEE—$50 PER SEMESTER

Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

LATE FEE

Any payment made after August 5 for fall (September 1 for international students) or January 5 for spring (January 21 for international students) will be considered late. Late payments may be assessed a late fee.

EARLY ARRIVAL FEE—$25 PER DAY

LATE CENTRAL CHECK-IN FEE—$50

Returning students who do not participate in Central Check-In will be assessed a fee.

LATE REGISTRATION FEE—$25

Students who make registration changes after the registration period will be assessed a fee for each change.

BED REMOVAL FEE—$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Refunds

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all of the tuition, room, board and fees for which the student was charged. *A withdrawal fee of up to $100 will be charged* in addition to any refund calculations made. Credit balances remaining on an account will be refunded.

PRO RATA REFUND CALCULATION

If a student attending Smith College in her first semester (including transfer students) withdraws within the first 60 percent of the semester (first nine weeks), she will receive a pro rata refund. A "refund" is the unearned amount of Smith charges credited to the student account and subsequently returned to the student financial aid programs on behalf of the student. The adjustment of tuition, room and board, and activity fee is based on the percent of attendance and must include returning at least a portion of Title IV funds (Federal Pell Grant, FSEOG, Federal Perkins Loan, Federal Direct Stafford/Ford Loan or Federal Plus). A refund of institutional fees would be calculated as shown below:

Pro Rata Refund Schedule (for students withdrawing from Smith in their first semester)

(Comprehensive fee not including insurance = $15,221. Withdrawal fee = $40 to $100)

Fall Withdrawal Dates	Weeks Left	Percent Attended	Prorate Percent	Return/ Refund*	W/hold + W/D Fee = Retain**	Cancel Ins.
until 9/6/99	15	0%	100%	$15,221	.00 + .00 = .00	Y
9/7–9/16/99	14	10	90	13,698.90	1,522.10 + 40 = 1,562.10	Y
9/17–9/27/99	13	20	80	12,176.80	3,044.20 + 50 = 3,094.20	Y
9/28–10/6/99	12	30	70	10,654.70	4,566.30 + 60 = 4,626.30	Y
10/7–10/19/99	11	40	60	9,132.60	6,088.40 + 70 = 6,158.40	N
10/20–10/28/99	10	50	50	7,610.50	7,610.50 + 80 = 7,690.50	N
10/29–11/8/99	9	60	40	6,088.40	9,132.60 + 90 = 9,222.60	N
after 11/8/99	8	100	0	0	15,221 + 100 = 15,321	N

* Return/Refund = comprehensive fee x prorate percent (e.g., $13,698.90 = $15,221.00 x 90%)
** Retain = comprehensive fee – return/refund + W/D fee (e.g., $15,221.00 – $13,698.90 + 40 = $1,562.10)

FEDERAL REFUND CALCULATION (ADOPTED AS INSTITUTIONAL REFUND)

If a student returning to Smith College (including a first-time student entering her second semester) withdraws on or after the first day of classes, she will receive a refund based on the percentage of days in attendance. If that same student is receiving Title IV funds, both a pro rata and federal refund calculation must be made and compared so that the largest refund can occur.

Federal Refund Schedule (for students withdrawing from Smith after their first semester)

(Comprehensive fee not including insurance = $15,221. Withdrawal fee = $100)

Fall Withdrawal Dates	Percent Attended	Prorate Percent	Return/ Refund*	W/hold + W/D Fee = Retain**	Cancel Ins.
until 9/6/99	0%	100%	$15,221	.00 + .00 = .00	Y
9/7–9/18/99	up to 10	90	13,698.90	1,522.10 + 100 = 1,622.10	Y
9/19–10/2/99	11–25	50	7,610.50	7,610.50 + 100 = 7,710.50	Y
10/3–10/6/99	26–50	25	3,805.25	11,415.75 + 100 = 11,515.75	Y
10/7–10/30/99	51–60	25	3,805.25	11,415.75 + 100 = 11,515.75	N
after 10/30/99	over 60	0	0	15,221.00 + 100 = 15,321.00	N

* Return/Refund = comprehensive fee x prorate percent (e.g., $13,698.90 = $15,221.00 x 90%)
** Retain = comprehensive fee – return/refund + W/D fee (e.g., $15,221.00 – $13,698.90 + 100 = $1,622.10)

If a student who has not waived the student medical insurance withdraws 30 days into the semester, the charge for insurance will be canceled if no claims have been submitted. After 30 days, the charge will not be canceled. A student who withdraws prior to the first day of classes will receive a full refund of the tuition, room, board and student activities fee, insurance and MassPIRG. All disbursed Title IV funds would be an overpayment and would be returned to the appropriate Title IV account by the college. Refunds of Title IV funds will be made in accordance with federal regulations. All appeals to this policy will be referred by the bursar to an appeals committee.

The date of withdrawal shall be whichever is the later of:

- The date on which the student notifies her dean or any other official of the college in writing; or
- The date on which the student vacates college housing; or
- The date on which the college has determined to be the date of withdrawal no later than 45 days after the expiration date of the academic term, except that 30 days after the first day of the next scheduled term may be used in the case of summer break.

If a student has not returned at the expiration of an approved leave of absence, the student's withdrawal date is the first day of the leave.

Your Student Account: Your Responsibility

Smith College considers the student the responsible person for ensuring that payments, whether from loans, grants, parents, or third parties, are received in a timely manner.

Statements will be printed on or about the 10th of each month and mailed to the student so that she can review them for accuracy and for any change in status of anticipated funds.

Consequences of nonpayment or failure on the part of the student to fulfill her financial responsibility include being prevented from participating in the house decision/room lottery process, registering for future semester courses, receiving transcripts of courses completed, or receiving her diploma at commencement. In addition, the college reserves the right to have the student administratively withdrawn and refer her account for collection in her name.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, Acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your college bill. Included in these offerings are a select group of payment plans and loan options.

Smith's payment plans—the Semester Plan, the Monthly Plan (administered by Academic Management Services) and the Prepaid Stabilization Plan—allow you to distribute payments over a period ranging from three months to four years.

Smith also offers a select group of parent loan options.

Details on loan options and payment plans can be found in the *Financing a Smith Education* brochure, which may be requested from the Office of Financial Aid or the Office of Admission.

This information is also available on the World Wide Web at www.smith.edu/finaid.

Remember: The bursar's office staff (in College Hall 9) is here to help you resolve your concerns about how to finance your education. If you have questions after reviewing the information presented here, contact this office.

Financial Aid

We are eager to have students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan.

Smith College is committed to a very generous financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students. The evaluation and rating of applicants are based strictly on academic and personal qualities of each applicant, with no consideration of financial need. Full aid packages are offered to students with the highest ratings until the aid budget is exhausted. If the class is not yet complete, some decisions on the margin may take into account the amount of financial aid required to fully fund the student. In the past few years, approximately 1 to 4 percent of the applicant pool has been affected by this policy, although many of those students were later admitted from the wait list with full financial aid. Thus the college continues to be need-blind for 96 to 99 percent of the applications to Smith. *Please note* that financial aid is not available to students who do not meet the published deadlines.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE registration forms are available in December from high school guidance offices and from our Office of Financial Aid. Both forms may be completed on-line. The PROFILE can be found at www.collegeboard.org, and the FAFSA can be found at www.fafsa.ed.gov.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Financial Aid with a copy of the family's tax returns, including all schedules and W-2s, for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may change from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan and grant also changes, based on federal loan limits. Materials and instructions for renewing aid are made available to all students in early December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 52).

If you wish to apply for financial aid from Smith, you must do so when you apply for admission. If you do not, you will not be eligible to apply for or receive college aid until you have completed 64 credits at Smith (or, for Ada Comstock Scholars, until you have completed 32 credits at Smith). Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus jobs. The college will consider making an exception to this ruling only if, once the aid deadlines have passed, you experience and can document an unexpected family financial emergency. (This policy does not pertain to students who, at the time of their admission to Smith, applied for but were not granted need-based financial aid.)

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available in the brochure *Financing a Smith Education* and in individual Smith aid application packets.

Please note that Smith accepts as independent aid applicants orphans, wards of the state and women age 24 and over only. If you choose to enroll at Smith and your parents decide not to assume responsibility for payment, the college cannot then assume that responsibility.

Transfer Students

Transfer students with need should follow the same procedure as applicants to the first-year class. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing *and* complete at least 32 credits at Smith.

Ada Comstock Scholars

No woman should hesitate to apply to Smith because of an inability to pay the entire cost of education at a private college. Smith will make every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. College policy prohibits granting any Smith funds beyond the level of billed fees. No token awards are offered, and no aid is given for merit alone. Women from all economic backgrounds are encouraged to apply.

Applicants to the Ada Comstock Scholars Program should read carefully *Financing a Smith Education.* Copies are available from the financial aid office or the Ada Comstock Scholars Program office.

Financial Aid Awards

Smith's resources for financial aid include loans, campus jobs and grants; a student's financial aid package will include one or more of these. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

LOANS

Most students borrow through the Federal Direct Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and may make use of one of the plans described in *Financing a Smith Education*. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

CAMPUS JOBS

The Office of Financial Aid administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students usually work an average of eight hours a week for 32 weeks, usually for Residence and Dining Services, with a normal earnings ceiling of $1,625. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks and can earn up to $2,030. Student-specific earnings limits are specified in aid awards and may not be exceeded. If a student receives need-based aid but does not receive a work-study award, she may not work on campus. If a student has a work-study award, she may replace all or part of it with outside aid she has been awarded. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses but some students use part of their earnings toward required fees. Short-term jobs are open to all students who have not reached their allowed maximum earnings and to those who receive no need-based aid. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions.

GRANTS

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. The federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

OUTSIDE AID

If you receive any assistance from an organization outside of the college, this aid must be taken into consideration in calculating your financial aid award. For this reason, you are required to report such aid.

Most outside scholarships are given to recognize particular achievement on the part of the recipient. These awards are allowed to reduce the suggested loan, job or family contribution. However, in no case will the family contribution be reduced below the federally calculated contribution. When outside awards have replaced the suggested loan and job, and the family contribution has been reduced to the federally calculated level, Smith grant aid will be reduced dollar for dollar.

Entitlement awards from state or federal sources as well as tuition subsidies based on parents' employment are not covered by the policy and reduce Smith grant dollar for dollar.

Benefits from rehabilitation agencies are treated in a slightly different manner. Rehabilitation assistance for books goes directly to the student and does not affect any of the aid package. One-half of other rehabilitation benefits will be used to replace the suggested loan and one-half will replace the Smith grant.

The Office of Financial Aid must be notified of all outside awards. If you notify us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce the Smith grant dollar for dollar.

MUSIC SCHOLARSHIPS

Each year the college awards scholarships equal to $250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

The Ernst Wallfisch Scholarship in Music

A full-year music performance scholarship (vocal or instrumental) to be granted by the Music Department to a first-year student, sophomore or junior enrolled in a performance course at Smith College, based on merit and commitment.

SCHOLARSHIPS FOR NORTHAMPTON AND HATFIELD RESIDENTS

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 2 to 9 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 15. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time. The Smith College Office of Financial Aid maintains a Web site at www.smith.edu/finaid.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 635 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 60 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–40.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

Smith College will accept college-level work completed prior to matriculation as a degree student provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests, especially the one in Writing, are strongly recommended but not required. She should select two others in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open

the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 44 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 50) for information governing eligibility for and use of Advanced Placement credit.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	**November 15**	**January 1**	**January 15**
Submit all other parts of the application by:	**November 15**	**January 1**	**February 1**
Come for an interview by:	**November 15**	**January 1**	**February 1**
Testing completed by:	**October**	**November**	**January**
File the financial aid application with the Smith Office of Financial Aid by:	**November 15**	**January 1**	**February 1**
Ask your counselor to send senior grades by:	**November 15 (first-term grades)**	**January 1 (first-term grades)**	**February 1 (midyear grades)**
We notify each candidate by:	**December 15**	**early February**	**early April**
	(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)		
Submit the nonrefundable enrollment deposit to hold a space in the class by:	**January 1**	**February 20**	**May 1**
Return completed Health Services preadmission form by:	**June 15**	**June 15**	**June 15**

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March. (Interviews for transfer candidates are offered year-round.)

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 1 will receive decisions by mid-May. Candidates whose applications are complete by June 1 will receive decisions by mid-June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 41–42 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. (Exceptions may be made if a student wishes to visit for only one semester.) Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 54.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information in an interview. A candidate should schedule her interview appointment before submitting her application and, when possible, at least one month prior to the deadline, February 1. It is the applicant's responsibility, before scheduling her interview appointment, to contact previous educational institutions to request that all relevant transcripts be sent directly to the Ada Comstock Scholars Program Office.

Ada Comstock Scholars are expected to have completed at least one year of transferable credit before matriculation at Smith. Those students who offer little or no college-level work normally are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

Candidates are advised to file application and credentials as early as possible. For a candidate to be considered for September entrance, the application must be in the Ada Comstock Scholars Program Office by February 1, and all attendant material by February 10.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse.

A brief description of the program can be found on pages 11–12. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Ada Comstock Scholars Program Office.

Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Satisfactory completion of a major is also required, and at least 64 credits must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 11.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits taken for regular letter grades. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may apply for readmission for the following semester.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. See Academic Credit, pages 49–51.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

SPECIAL STUDIES

Permission of the instructor, the department chair and in some cases the department is required for the election of Special Studies. Special Studies are

open only to qualified juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

Independent Study

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

Internships

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

Auditing

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

Adding and Dropping Courses

During the first 10 class days, a student may enter or drop a course with the approval of the adviser. *From the 11th through the 15th day of class*, a student may *enter* a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester:

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the last day of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean's signature. Otherwise, the student who registers but does not attend will receive a "U" (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined $25, payable at the time of registration. In addition, a fine of $25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the six weeks, she will be administratively withdrawn.

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may grant extensions on work due during the semester through the last day of final exams.

Pre-examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may elect in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during examination period, call Health Services at extension 2800 for instructions.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the *Smith College Handbook and Academic Planner*. Regulations of the faculty and the registrar regarding final examination procedures are announced in *AcaMedia* prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the administrative board through the registrar (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and

election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions. A student may take no more than half of her course program in any semester off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 367–374 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published at the beginning of each semester by the registrar's office and are included in the registration packet.

Academic Credit

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A (4.0)	C– (1.7)
A– (3.7)	D+ (1.3)
B+ (3.3)	D (1.0)
B (3.0)	D– (0.7)
B– (2.7)	E (0.0)
C+ (2.3)	S: satisfactory (C– or better)
C (2.0)	U: unsatisfactory

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

1) the instructor approves the option;
2) the student declares the grading option for Smith courses by the end of the ninth week of classes. The fall deadline also applies to year-long courses. Students enrolled in Five College courses must follow the deadlines of the host institution.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the Satisfactory/Unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Satisfactory/unsatisfactory grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College.

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student may not enter her senior year with fewer than 96 credits of Smith College or approved transfer credit. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

a) should make her plans in accordance with the regulations concerning leaves of absence and, in the case of seniors, in accordance with the regulations concerning academic residence;
b) should obtain, from the class dean's office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
c) must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the Administrative Board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major but may not be used to fulfill the distribution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results. Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors.

College Credit Earned Before Matriculation

Beginning with the Class of 2000, Smith College will accept college credit with a grade of B– or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Summer-School Credit

Up to a maximum of 12 credits earned in approved summer-school courses can be counted for the degree. With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. No credit will be given for Interterm courses taken elsewhere (including those offered on other Five College campuses), and students may not take more than four credits during any one Interterm at Smith.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her

course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the registrar, the director of the Ada Comstock Scholars Program and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the *Smith College Handbook and Academic Planner*.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make

clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the educational records of the student may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for academic reasons (on a Smith or non-Smith program) or for personal reasons may request a leave of absence. The request must be filed with the student's class dean by May 1 for a fall semester or academic year leave; by December 1 for a second semester leave. The reservation deposit, if paid, is credited to the student's account to be applied toward the next semester's/year's fees. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from college forfeiting her reservation deposit ($200) if paid.

A student going on a Smith College Junior Year Abroad program or studying abroad independently must file for a leave of absence by the appropriate deadline.

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the class dean's office and the Ada Comstock Scholars office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. A student is considered withdrawn and must apply for readmission through the registrar. A full report from her health care provider must be sent to the director of health services (or the associate director when specified). The student's health will be evaluated and a personal interview and documentation of improved functioning may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by Health Services. Instructors will

be notified of the student's status by the class deans' office.

Any student who is placed on short-term medical leave, whether by Health Services or through her class dean, must receive clearance from Health Services before returning to campus. Health Services may require documentation from her health care provider before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean and must submit written notice of such intent to the registrar. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit ($100) is refunded. The official date of withdrawal recorded on the student's record is the last day the student attended classes at Smith College.

A withdrawn student must apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

Graduate Study

At Smith, we have a small number of graduate students, both men and women, who enjoy the advantages of an individually tailored program, the personalized attention of fine faculty members and access to superb facilities. Each year about 130 students participate in advanced work. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts, master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All American applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and financial aid forms before February 15. All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program. The deadline for admission without financial aid to most graduate programs is April 15 of the proposed year of entry for the first semester, and December 1 for the second semester. Exceptions to this deadline are as follows: Master of Arts in Italian, January 15; Master of Fine Arts in Dance, January 15; Master of Education of the Deaf, April 1.

Applicants must submit the following: the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from either the Graduate Record Examination or the Miller Analogies Test. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Candidates must also submit a

OFFICE OF GRADUATE STUDY
106 LILLY HALL
SMITH COLLEGE, NORTHAMPTON, MA 01063
TELEPHONE: (413) 585-3050
E-MAIL: GRADSTDY@SMITH.EDU

paper written in an advanced undergraduate course. Correspondence should be addressed to the director of graduate study.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of $50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the Office of Graduate Study by May 1 for a fall semester or academic year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves (available in the graduate office). A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

Master of Arts

The master of arts degree is offered by the following departments: art history, biological sciences, Italian, music, philosophy and religion. The department of history occasionally accepts M.A. candidates under special circumstances.

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation

for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed *in absentia* only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below.

Art History

Although Smith College is primarily an undergraduate institution, in rare and exceptional cases the Department of Art may accept a candidate for the master's degree in art history. Applicants must normally have a B.A. or equivalent degree and attain the academic sponsorship of the art historian in the department who will be their adviser. Candidates must demonstrate a reading knowledge of two languages (in addition to English), successfully complete 24 credit hours of course work, and present an eight credit-hour master's thesis to the college in partial fulfillment of the degree requirements.

Biological Sciences

The master of arts degree in biological sciences emphasizes independent research along with advanced course work. Candidates for admission should demonstrate a strong background in biology and a dedication to pursue laboratory research. We offer opportunities to focus in a wide variety of areas of biology, including molecular biology, microbiology, biochemistry, genetics, evolutionary biology, animal behavior, developmental biology, neurobiology, ecology, marine biology, plant and animal physiology, and environmental sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits of thesis research. An oral presentation of the thesis is required.

Italian

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

Music

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of German, French or Italian, to be established by a short language examination administered by the departmental graduate adviser. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maxi-

mum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program, inevitably including a good deal of independent study, will be worked out by each student and the departmental graduate adviser.

PHILOSOPHY

A candidate should have at least six courses in philosophy (including thesis credit) and three courses in closely related fields. A thesis is required and an oral examination on the completed thesis is expected. Candidates for the Master of Arts degree in philosophy will be admitted in order to focus on certain specialties covered by various faculty members. Because the department is not large, applicants should ascertain before applying that their area of focus can be covered during the year they plan to be in residence.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College.
A candidate must have completed undergraduate studies in religion and in related fields such as can satisfy the department that he or she has the demonstrated competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). *In addition to* the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, music, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for either the Miller Analogies Test or the Graduate Record Examination.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 36 credits, including four in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. (International students not seeking certification are exempt from the summer program.) The student without teaching experience takes 16 credits in the teaching field, 16 credits in education, and practice teaching. An experienced teacher takes a minimum of 12 to 16 credits in the teaching field and eight credits in education. Of the 32 credits in the regular academic year, 12 should be at the graduate level and normally no more than eight at the intermediate level. Because this is an interdepartmental degree, students should plan their programs to include graduate-level courses in both the teaching field and education. Admission prerequisites and course requirements vary among cooperating departments; more detailed information may be obtained

from the Office of Graduate Study. To qualify for a degree the candidate must obtain a grade of B– or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the state approved program in teacher education enabling them to meet requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. All applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of master of education of the deaf. The Smith College bulletin describing the program may be obtained from the Smith College Office of Graduate Study, Lilly Hall 106, Northampton, Massachusetts 01063.

Master of Fine Arts in Dance

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Choreography, performance, production, and history and literature of dance are stressed. To count toward the degree, all work must earn a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. A presentation or original choreography with production designs and written supportive materials is required for the thesis.

Interested students may consult the graduate adviser, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

Graduate study has been offered by the Smith College Department of Exercise and Sport Studies (ESS) since 1935. The program now focuses on preparing coaches for women's intercollegiate teams. The graduate curriculum blends theory courses in exercise and sport studies with hands-on coaching experience. By design, the master's program is a small one, with only 10 to 15 candidates in residence. This makes it possible to work independently with faculty and coaches. Smith has a

history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and appropriate athletic experience. Students who do not have courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. Students are normally expected to be in residence for the entire two-year program. For more information contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971 (e-mail: mfinley@ smith.edu; World Wide Web: http:// www.science.smith.edu/exer_sci/grad).

Doctor of Philosophy

Smith College does not normally award the degree of Doctor of Philosophy but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a Master of Social Work Degree which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must

furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

Two on-campus housing options may be available for graduate students for the academic year. On-campus housing is extremely limited. Housing request forms are mailed to eligible candidates upon acceptance. Please note that the college and all its residence facilities are closed during Thanksgiving vacation, winter recess and spring recess.

Room-Only Plan

Cooperative graduate house with single bedrooms, large kitchen, no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board.

Room-and-Board Plan

Graduate floor of an undergraduate house or off-campus residence owned and maintained by the college. Single bedrooms, no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair, plus all meals, which must be taken in the college dining room assigned to residents, except during vacation periods.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 22–23 for complete information).

Finances

Tuition and Other Fees*

Application fee	$50
Full tuition, for the year**	$22,440
16 credits or more per semester	
Part-time tuition	
Fee per credit	$705
Summer Intern Teaching Program tuition for degree candidates	$1,200
Continuation fee, per semester	$50
Room and board for the academic year†	$7,820
Room only for the academic year	$3,520
Health insurance estimate	
(if coverage will begin August 15)	$840
(if coverage will begin June 15)	$948

* Subject to change; fees listed are for 1999–2000.

** This entitles students to use Smith's health services.

† This does not include winter and spring recesses. All houses are closed during winter vacation; a college house is open and accommodations are available at a moderate cost for those graduate students who wish to remain in Northampton during the spring vacation.

For additional information concerning fees for practical music and studio art see page 35.

Statements for semester fees are mailed on or about July 10 and December 10. Payment of charges for the first semester is due by August 5 and for the second semester by January 5. Balances unpaid at this time are subject to a Late Payment Fee (LPF) equivalent to an annual percentage rate of 15 percent. Checks should be made payable to Smith College and forwarded to the Office of the Controller.

Deposit

A general deposit of $100 is required from each student upon admittance. (This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.)

Refunds

Please refer to pages 36–37 for full information on refunds.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Applicants who wish to receive financial aid must submit all required graduate degree application materials by January 15. All supporting financial aid material is due February 15: the Free Application for Federal Student Aid (FAFSA) and a copy of student's IRS form 1040, 1040A or 1040EZ.

Several scholarships are available for international students. Candidates should write to the Office of Graduate Study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by January 15.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. For the academic year 1999–2000 the stipend is $9,270 for a first-year fellow and $9,685 for a second-year fellow. Teaching fellows also receive assistance to reduce or eliminate tuition expenses. Applicants who are interested in teaching fellowships should note this interest on side two of their application for admission. Returning students should submit a letter requesting fellowship consideration to the Office of Graduate Study by January 15.

Research fellowships are granted for work in various science departments as funds become available, stipends varying in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Office of Financial Aid. A Federal William D. Ford Direct Loan may be included in aid offered to graduate students on admission. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent.

Requests for loan information should be addressed to the Office of Financial Aid, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester) a student may *drop or enter* a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may *enter* a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may *drop* a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester):

1) after consultation with the instructor; and
2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a written request for an extension before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student. This regulation does not apply to thesis credits but does apply to credits for special studies and all other regular course work.

Courses of Study, 1999–2001

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Minor in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Minor in Engineering	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
Division II The Social Sciences and History
Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Environmental Science	EVS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
First-Year Seminars	FYS	I/II/III
Major and Minor in the Department of Geology	GEO	III
Major and Minor in the Department of German Studies	GER	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Peninsular Spanish Literature	SPN	I
Latin American Literature	SLL	I
Portuguese-Brazilian Studies	SPB	I
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Third World Development Studies	TWD	I/II

*Portuguese language courses are designated POR.

Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extradepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extradepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
Foreign Language Literature Courses in Translation		
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies (variable credit, as assigned)
408d	(full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester only, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A "j" after the course number indicates a course offered for credit during Interterm, and a "d" indicates a full-year course in which credit is granted after two consecutive semesters and the grade is cumulative.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses).

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department's course listings.

COURSES WITH LIMITED ENROLLMENT

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

INSTRUCTORS

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

*1 absent fall semester 1999–2000

*2 absent fall semester 2000–2001

**1 absent spring semester 1999–2000

**2 absent spring semester 2000–2001

†1 absent academic year 1999–2000

†2 absent academic year 2000–2001

§1 director of a Junior Year Abroad Program, academic year 1999–2000

§2 director of a Junior Year Abroad Program, academic year 2000–2001

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase "to be announced" refers to the instructor's name.

MEETING TIMES

Course meeting times are listed in the "Schedule of Classes" distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

OTHER SYMBOLS AND ABBREVIATIONS

dem.: demonstration course

lab.: laboratory

Lec.: lecture

sec.: section

dis.: discussion

( ): A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.

(C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

L: The dance and theatre departments use an "L" to designate that enrollment is limited.

P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.

AP: Advanced Placement. See p. 50.

S/U: Satisfactory/unsatisfactory. See p. 49.

[ ] Courses in brackets will not be offered during the current year.

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., **{L/H/F}:**

L Literature

H Historical studies

S Social science

N Natural science

M Mathematics and analytic philosophy

A The arts

F A foreign language

WI The letters **WI** in boldface indicate a course is writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.

Afro-American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
** [2]Thomas Derr, Ph.D. (Religion and Biblical Literature)
Walter Morris-Hale, Ph.D. (Government and Afro-American Studies)

Associate Professors
*[1]Louis E. Wilson, Ph.D.
Brenda Allen, Ph.D. (Psychology), *Chair*
†[1]Yvonne Daniel, Ph.D. (Dance and Afro-American Studies)
*[1]Andrea Hairston, M.A. (Theatre and Afro-American Studies)

Adjunct Associate Professor
Carolyn Jacobs, Ph.D.

Assistant Professors
Ann Arnett Ferguson, Ph.D. (Afro-American Studies and Women's Studies)
†[1]Emily Bernard, Ph.D.

Instructor
Kevin Quashie, M.A.

Lecturers
John Bracey
Horace Boyer
Yusef Lateef
Patricia Romney
Lynda Morgan

Students majoring or minoring in Afro-American studies must take two of 111, 113 or 117.

111 Introduction to Black Culture
An introduction to some of the major perspectives, themes and issues in the field of African-American studies. Our focus will be on constructs of citizenship and racial identity, of individual and group rights as we examine the economic, social and legal structures which frame the Black experience in the United States today. **{S}** 4 credits
Ann Arnett Ferguson
Offered Fall 1999, Fall 2000

113 Survey of Afro-American Literature: 1746 to 1900
An introduction to the themes, issues and questions that shaped the literature of African Americans during its period of origin. Texts will include poetry, prose and, primarily, works of fiction. Writers include Harriet Brent Jacobs, Charles Chesnutt, Frances Harper and Paul Laurence Dunbar. **{L}** 4 credits
To be announced, Fall 1999
Emily Bernard, Fall 2000
Offered Fall 1999, Fall 2000

117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States. Consideration of the cosmology of the West Africans, American slavery systems, and the Afro-American's resistance; the rise of Jim Crow; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, Martin Luther King, Jr. and Malcolm X. **{H}** 4 credits
Louis Wilson
Offered Spring 2000, Spring 2001

212 Culture and Class in the Afro-American Family
Study of conceptual models in family studies, with particular attention to the Afro-American family from a social systems perspective. Extensive consideration given to the influence of historical,

cultural, structural and class variables on contemporary Afro-American families, using current research, family cases, and implications of public policy. **{S} WI** 4 credits
Ann Arnett Ferguson
Offered Spring 2000

218 History of Southern Africa
Southern Africa is a region the size of the United States which includes a dozen independent nation-states today. Precolonial African civilizations will be surveyed as a background to European conquest. The major focus will be on 20th-century movements for freedom from colonial and minority rule in the region. Special attention will be given to South Africa. **{H}** 4 credits
Louis E. Wilson
Offered Spring 2000

220 Women of the African Diaspora
A cross-cultural examination of the roles of women of the African diaspora. Selected societies include those of the United Kingdom, North America, Latin/South America and the Caribbean. A study of the similarities and differences in the roles women play as workers in both the public and private domains. Issues surrounding industrialization and urbanization, gender relations, religion, politics, health and class will be considered. Recommended background: an introductory course in anthropology, sociology or women's studies. **{S}** 4 credits
Ann Arnett Ferguson
Offered Spring 2000

222 Introduction to African American Music: Gospel, Blues and Jazz
The course is designed to introduce the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel and jazz. Enrollment limited to 40. (E) **{A}** 4 credits
Horace Boyer and Yusef Lateef
Offered Spring 2000, Spring 2001

237 20th-Century Afro-American Literature
A survey of the evolution of African-American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison and Paule Marshall. **{L}** 4 credits
To be announced, Spring 2000
Emily Bernard, Spring 2001
Offered Spring 2000, Spring 2001

243 Afro-American Autobiography
This course is designed to provide an examination of the ways in which race and gender intersect in shaping the narrative strategies of black American writers of autobiography. The work we read will include Frederick Douglass' *Narrative,* Linda Brent's *Incidents in the Life of a Slave Girl,* DuBois' *Autobiography*, and Elaine Brown's *A Taste of Power.* **{L}** 4 credits
Ann Arnett Ferguson
Offered Spring 2001

245 Colloquium: The Harlem Renaissance
An analysis of the first cohesive cultural movement in African-American literary history. This class will employ works of fiction, poetry, prose and visual art in order to explore the significant issues raised during this period. Writers include Langston Hughes, Zora Neale Hurston, James Weldon Johnson and Nella Larsen. **{L}** 4 credits
To be announced, Fall 1999
Emily Bernard, Fall 2000
Offered Fall 1999, Fall 2000

248 Colloquium: Gender in the Afro-American Literary Tradition
A study of the Afro-American literature through the lens of gender. How does the issue of gender affect the relationship between race and writing? Authors include Hilton Als, Zora Neale Hurston, Charles Johnson, Toni Morrison, Dorothy West and John Edgar Wideman. Prerequisites: AAS 113 and 237 or permission of the instructor. Enrollment limited to 20. **{L}** 4 credits
To be announced
Offered Fall 1999

258 20th-Century Africa: A Modern History
This introduction to the history of Africa in the 20th century covers the periods of colonialism (1900–45), nationalism (1945–60) and indepen-

dence (1960s to the present). Social content is added to the analysis by reading outstanding works of historical fiction authored by Africans. An attempt will be made to understand the causes of and possible solutions to the crisis in Africa today. **{H/S}** 4 credits
Louis E. Wilson
Offered Fall 2000

270 The History of Afro-Americans in the South from the Civil War to the End of World War II
Topics include the Civil War, Reconstruction, Northern Migration, disfranchisement and segregation, and the reimposition of white supremacy. The emergence of black colleges and universities during the "segregation era" and the philosophies of Booker T. Washington and W.E.B. DuBois will also be discussed. **{H}** 4 credits
John Bracey
Offered Fall 1999

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history from the Brown Decision to 1970. Particular attention will be given to the factors which contributed to the "Civil Rights Movements," the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits
Lynda Morgan, Fall 1999
Louis E. Wilson, Fall 2000
Offered Fall 1999, Fall 2000

326 Seminar: The Sociocultural Development of the Afro-American Woman
Examines the Afro-American woman as a member of an ethnic group. Includes study of the development of gender and ethnic identity, with particular attention to socialization processes. Recommended background in Afro-American history or literature. **{S}** 4 credits
Ann Arnett Ferguson
Offered Spring 2001

335 Seminar: Free Blacks in the United States Before 1865
A study of the history of free blacks from the 17th century to the abolition of slavery in 1865. A major problem created by the establishment of slavery based on race by the 1660s was what was to be the status of free blacks. Each local and state government addressed the political, economic and even religious questions raised by having free blacks in a slave society. This course will address a neglected theme in the history of the Afro-American experience, i.e., the history of free blacks before the passage of the Thirteenth Amendment. Recommended background: 117a. **{H}** 4 credits
Louis E. Wilson
Offered Spring 2001

339 Seminar: American Fictions: Race and Ethnicity
A selective examination of 20th-century American literature produced by members of racial and ethnic minority groups. This course will engage critically with the relationships that the categories of race and ethnicity have to other issues—like gender, sexuality, class and the region—in the production of identities. Central to this course will be an interrogation of the validity of the terms "race" and "ethnicity" themselves. Writers include Julia Alvarez, James Baldwin, Junot Diaz, Jessica Hagedorn, Fae Ng, Bharati Mukherjee and Leslie Silko. 4 credits
To be announced, Spring 2000
Emily Bernard, Spring 2001
Offered Spring 2000, Spring 2001

350 Seminar: Race and Representation: Afro-Americans in Film
This course will examine the representation of African-Americans in U.S. cinema from two perspectives. The first views the images of African-Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investigation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness, and the broader social and political community in which

they are located. Prerequisite: 111, 113, 117 or the equivalent. {S} 4 credits
Ann Arnett Ferguson
Offered Fall 2000

366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Sisters of the Spirit: Black Women's Autobiography and the Psychology of Women. This seminar will use the lens of the psychology of women to examine autobiographical texts written by black women. We will focus on the intersections of race and gender while also examining the role of culture, class and sexual orientation. Of particular interest in the course will be the themes which occur and reoccur in the autobiographies; themes of activism, religion, family, community, the body and women's place. We will discover what is unique in the lives of black women and in the stories they construct and reveal about their own lives. Our central aim is to consider how black women's autobiographical narratives contribute to the current discourse on the psychology of women. In order to address this question we will read the works of Gilligan, Comas-Diaz, Green, Brumberg, Miller and the Stone Center theorists. Prerequisite: AAS 111 or PSY 267. {S} 4 credits
Patricia Romney
Offered Fall 1999

Cross-listed and Interdepartmental Courses

ANT 231 Africa: A Continent in Crisis

CLT 205 20th-Century Literatures of Africa

CLT 267 African Women's Drama

CLT 315 Gender Issues in African Women's Narratives

DAN 142 Comparative Caribbean Dance I

DAN 142 Cuban Dance

DAN 142 Haitian Dance

DAN 243 Comparative Caribbean Dance II

DAN 272 Dance and Culture

GOV 227 Government and Politics of Sub-Saharan Africa

GOV 231 Government and Plural Societies

GOV 232 Southern African Politics

GOV 321 Seminar in Comparative Government
Topic: Power and Politics in Africa: The Female Factor.

GOV 323 Seminar in Comparative Government
Topic: The Political Economy of Immigrant Minorities.

GOV 345 Seminar in International Politics
Topic: South Africa in World Politics.

HST 358 Topics in African History

MUS 100 Jazz: Listening and Analysis
4 credits

PHI 210 Issues in Recent and Contemporary Philosophy
Topic: American Philosophy in Black and White.

PHI 240 Philosophy and Women

PSY 267 Psychology of the Black Experience

SOC 213 Ethnic Minorities in America

SOC 218 Urban Sociology

THE 214 Black Theatre

THE 315 Colloquium: African and Caribbean Theatre

404 Special Studies
Required for senior majors. 4 credits
Offered both semesters each year

Courses in other departments recommended for and related to the major in Afro-American studies: ANT 232, 340; DAN 272, 375; ECO 230; FRN 365; GOV 311; HST 266, 267, 273, 275, 276; PSY 267; SOC 203.

The Major

Adviser: Ann Arnett Ferguson.

Basis: two of the following: 111, 113, 117.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily;
3. 400 Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Policy, and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

The Minor

Adviser: Chair of the Department.

Basis: two of the following: 111, 113 or 117.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course. The elective courses, chosen with the assistance and approval of the adviser for the minor, may emphasize, for example, literature, history or the historical, social and literary study of the Afro-American woman.

Adviser for Study Abroad: Chair of the Department.

Honors

Director: Ann Arnett Ferguson.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: the same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

**[2]Daniel Horowitz, Ph.D., Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies

**[1]†[2]Helen Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History

Floyd Cheung, Ph.D., Assistant Professor of English Language and Literature

Marc Pachter, Ph.D., Lecturer

Sherry Marker, M.A., Lecturer

Kerry Buckley, Ph.D., Lecturer

Kenneth Hafertepe, Ph.D., Adjunct Associate Professor

Kevin Rozario, Ph.D., Assistant Professor (American Studies and History)

Sandra Mayzaw Lwin, M.A., M.Phil., Lecturer

American Studies Committee

Robert Averitt, Professor of Economics

*[1]John Davis, Professor of Art

†[2]Richard Fantasia, Professor of Sociology

**[2]Daniel Horowitz, Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies, *Director, 1999–2000*

**[1]†[2]Helen Lefkowitz Horowitz, Professor of History and of American Studies, *Associate Director*

†[2]Richard Millington, Professor of English Language and Literature

Donald Leonard Robinson, Professor of Government

Peter Isaac Rose, Professor of Sociology and *Director, Diploma Program in American Studies*

Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature

Rosetta Marantz Cohen, Associate Professor of Education and Child Study

*[1]Louis Wilson, Associate Professor of Afro-American Studies

†[1]Emily Bernard, Assistant Professor of Afro-American Studies

Floyd Cheung, Assistant Professor of English Language and Literature

Alice Hearst, J.D., Assistant Professor of Government

†[1]Ben Singer, Assistant Professor of Film Studies

Marc Steinberg, Assistant Professor of Sociology

Sherrill Redmon, Director of the Sophia Smith Collection

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100 Ideas in American Studies
A mosaic of American studies ideas presented by members of the Smith College faculty and, on occasion, selected outside speakers. Can be taken more than once when topics vary. Graded satisfactory/unsatisfactory only.
Helen Lefkowitz Horowitz, Director

The 1960s: A Change in Direction?
{H/S} 1 credit
Members of the Department
Offered Fall 1999

Topic for Fall 2000 to be announced
1 credit
Members of the Department
Offered Fall 2000

120 Scribbling Women
With the help of the Sophia Smith Collection and the Smith College Archives, this writing-intensive course looks at a number of 19th- and 20th-century American women writers. All wrestled with specific issues that confronted them as women; each wrote about important issues in American society. Enrollment limited to 15. Priority given

to incoming students. **{L/H} WI** 4 credits
Sherry Marker
Offered Fall 1999, Fall 2000

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family structure, social class, and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. **{L/H}** 4 credits
Floyd Cheung, Richard Millington, Kevin Rozario, Spring 2000
Floyd Cheung, John Davis, Kevin Rozario, Spring 2001
Offered Spring 2000, Spring 2001

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. **{H/S} WI** 4 credits
Daniel Horowitz, Fall 1999, Spring 2000, Fall 2000
Kevin Rozario, Spring 2001
Offered both semesters each year

220 Colloquium
Topic: New England Material Culture, 1860–1940.
Students will acquire a vocabulary and syntax for reading and interpreting the texts of material culture objects. They will study architecture, artifacts, clothing and textiles, furniture, photographs and paintings. Students will also research photographs, letters and diaries of contemporaries to interpret articles of clothing and accessories in terms of the shifts in social and economic roles during this period. They will identify, research and interpret material culture objects in light of their historical documentation and the conventions of current practice. The course will use the holdings of Historic Northampton Museum and Education Center, a collection of 50,000 objects and three historic buildings. Enrollment limited to 20. Admission by permission of the instructor. **{H/A}** 4 credits
Kerry Buckley, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

221 Colloquium
Topic: Americans and the Environment.
We examine changing interactions between Americans and their natural environments from the discovery/conquest of the "New World" to the present. We ask how natural conditions have shaped patterns of human life in different regions of the continent and how cultural attitudes have influenced perceptions and uses of the natural world. The course focuses especially on events and ideas in the past, but it also speaks to the present, challenging us to consider how our own ideas about the environment have been constructed, to re-examine our understanding of what nature is and what our place in nature should or might be. Topics include American Indian practices and cosmologies, epidemics, the capitalist commodification of nature, Romanticism, natural disasters, environmental politics, and the rise of green consumerism. Admission by permission of the instructor. **{H/S}** 4 credits
Kevin Rozario
Offered Fall 1999

222 Imagining the Americas
An interdisciplinary exploration of the imaginative history of the Americas—both North and South. We will thus take as the terrain of our study not a single nation, but the places imagined or interrogated as the "New World" by inhabitants, conquerors and settlers; and we will focus on artistic responses to some definitive features of this hemispheric history: encounters between indigenous peoples and colonists; migrations and immigrations; the making and unmaking of nations; the changing meanings of landscapes, frontiers and borders. Materials to be studied will range from indigenous objects and museums to present-day performance art, from early maps to current cinema, from colonial to 20th-century writings. Among the authors and artists we will discuss are Pablo Neruda, Willa Cather, Frida Kahlo, John Sayles and Coco Fusco. (Spanish language works

will be read in translation.) Enrollment limited to 35. **{L/H/A}** 4 credits
Dana Leibsohn (Art History); Marina Kaplan (Spanish and Portuguese/Latin American Studies); Richard Millington (English)
Offered Spring 2000

230 Colloquium: The Asian American Experience
Topic: Asian Diasporic Writing in the Americas.
This course focuses on literatures by writers from different Asian diasporic groups—South Asian, South East Asian, East Asian, Pacific Islanders—in the following places: the United States, Canada, the Caribbean and South America. We will explore the mapping of the entity called "Asian America" through theoretical readings drawn from post-colonial, ethnic and cultural studies. We will also explore linkages between legacies of colonialism in Asia and immigrant displacement in the Americas. Writers and filmmakers to be discussed include among others: Joy Kogawa, Michael Ondaatje, Shyam Selvadurai, V.S. Naipaul, Maxine Hong Kingston, Wendy Law-Yone, Karen Yamashita, Lois Yamanaka, R. Z. Linmark, Jessica Haggedorn, Wayne Wang and Mira Nair. Admission by permission of the instructor. Enrollment limited to 25. **{L}** 4 credits
Sandra Mayzaw Lwin
Offered Spring 2000

302 Seminar: The Material Culture of New England, 1630–1860
Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics and textiles) to New England's history. Classes are held in Old Deerfield, Massachusetts. Admission by permission of the instructor. Enrollment limited. **{H/A}** 4 credits
Kenneth Hafertepe
Offered Spring 2000, Spring 2001

340 Symposium in American Studies
Limited to senior majors. Contact American studies office for details. Topics listed below:

Decent and Indecent Representations
The symposium will look at the line separating the decent from the indecent in American representations in the 19th and 20th centuries. It will consider the shifting nature of public and private, controversies over censorship of literature, art, film and other media, and the changing definition of "obscenity," among other topics. **{L/H}** 4 credits
Helen Lefkowitz Horowitz
Offered Fall 1999

Popular Culture in America
We examine popular culture and the emergence of mass culture in the United States over the last 100 years or so. The course starts from the premise that popular culture, far from being a frivolous or debased alternative to high culture, is an important site of popular expression and cultural conflict and deserves critical attention. Thus we read theoretical texts that help us to "read" popular culture, even as we examine specific forms of popular culture from burlesque to theme parks, advertising to Hollywood movies, and television to popular music. Throughout the course, we attempt to ground what we call "culture" in political, economic and social contexts. **{H/S}** 4 credits
Kevin Rozario
Offered Spring 2000, Spring 2001

Sexuality in America
This symposium traces changing constructions of gender and sexuality in America from the age of the Puritans to the present. It starts from the premise that sexuality is not a "natural" or fixed essence but a set of desires, practices and ideologies that change over time. In the colonial era, for example, sexuality was regulated by the family, church and state and it was inextricably linked to demands for reproduction. In our own time, sexuality has migrated to the center of modern life, shaping our identities and servicing (in its commercialization) a mass consumer culture. How and why has this cultural transformation taken place? What are its implications? What can the history of sexuality tell us about our past, ourselves and our society? These are some of the questions we tackle in this course, exploring links between passion, power and identity, and asking how particular sexual regimens have sustained, subverted and been transformed by wider social, cultural and economic developments. Topics include the Victorian cult of true womanhood, making manliness, the commercialization of sexuality, the birth

control movement, the sexual politics of race, abortion, the invention of homosexuality, lesbianism, the feminine mystique, women's lib, pornography and contemporary gender blending. **{H/S}** 4 credits
Kevin Rozario
Offered Fall 2000

350 Seminar: Writing About American Society
An examination of contemporary American issues through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. **{L/S}** 4 credits
Sherry Marker
Offered Fall 1999, Fall 2000

351 Seminar: Writing About American Society
A repetition of 350. **{L/S}** 4 credits
To be announced
Offered Spring 2000, Spring 2001

400 Special Studies
Admission by permission of the instructor and the director. 1 to 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the instructor and the director. 8 credits
Full-year course; offered each year

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American studies majors. Students majoring in art, history, sociology, anthropology, religion and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. **{H/S}** 4 credits
Donald Robinson, Director
Offered Spring 2000, Spring 2001

411 Seminar: Telling Lives: 20th-Century American Biography
A general introduction to the genre of biography with reference to its principal practitioners in the English tradition from Boswell to Lytton Strachey, followed by a consideration of several landmark American biographies, analyzing the uses of the form, the relationship between biographer and subject, changing fashions in biography, and biography's links to the novel, to history and to psychology. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. **{H}** 4 credits
Marc Pachter
Offered Spring 2000, Spring 2001

412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. **{H/S}** 8 credits
Donald Robinson, Director
Offered Spring 2000, Spring 2001

Requirements for the American Studies Major

Advisers: Members of the American Studies Executive Committee.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:
1. 201 and 202;
2. Eight courses in the American field, at the intermediate level or above. At least four must be related in a coherent manner. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the 20th century. At least one must be a seminar, ideally in the theme selected;
3. One course that will enable explicit comparisons between the United States and another society, culture or region;
4. 340.

Honors

Director: Richard Millington.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: the same as those for the major, except that a thesis (431) will be substituted for two of the eight courses in the American field. The thesis will be followed by a public presentation and an oral honors examination in the spring semester.

Diploma in American Studies

Director: Peter Rose.

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555 and 556 (special seminars for Diploma students only), three other courses in American studies or in one or more of the related disciplines, and American Studies 570, Diploma Thesis (see below).

555 Seminar: American Society and Culture
Topic: Social, Political and Cultural Issues to 1880. For Diploma students only. 4 credits
Daniel Horowitz
Offered Fall 1999, Fall 2000

556 Seminar: American Society and Culture
For Diploma students only. 4 credits
Peter Rose
Offered Spring 2000, Spring 2001

570 Diploma Thesis
4 credits
Peter Rose and others
Offered Spring 2000, Spring 2001

Ancient Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

†[1]Scott Bradbury, Associate Professor of Classical Languages and Literatures
Patrick Coby, Professor of Government, *Director*
*[2]Karl Donfried, Professor of Religion and Biblical Literature
†[2]Barbara Kellum, Associate Professor of Art
†[2]Susan Levin, Assistant Professor of Philosophy
Richard Lim, Associate Professor of History
Elizabeth Shanks Alexander, Assistant Professor of Jewish Studies

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The minor in ancient studies provides students with the opportunity to learn about the ancient Mediterranean and Near Eastern worlds from a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: six courses, in no fewer than three departments, selected from the list of related courses below.

Related Courses

ARC 211 Introduction to Archaeology
ARH 208 The Art of Greece
ARH 212 Ancient Cities and Sanctuaries
ARH 216 The Art of the Roman World
ARH 228 Islamic Art and Architecture
ARH 315 Studies in Roman Art
CLS 190 The Trojan War
CLS 227 Classical Mythology
CLS 230 The Historical Imagination
CLS 232 Paganism in the Greco-Roman World
CLS 233 Constructions of Gender and Sexuality in Greco-Roman Culture
GOV 261 Ancient and Medieval Political Theory
HST 202 Ancient Greece
HST 203 Alexander the Great and the Hellenistic World
HST 204 The Roman Republic
HST 205 The Roman Empire
HST 206 Aspects of Ancient History
HST 207 Islamic Civilization to the 15th Century
HST 296 The Making of Late Antiquity
HST 302 Topics in Ancient History
JUD 224 Women and Rabbinic Literature
JUD 234 Introduction to Rabbinic Literature
JUD 285 Jews and World Civilization: 333 B.C.E.–1492 C.E.
PHI 124 History of Ancient and Medieval Philosophy
PHI 324 Seminar in Ancient Philosophy
REL 210 Introduction to the Bible I
REL 220 Introduction to the Bible II
REL 225 Christian Origins: Archaeological and Socio-Historical Perspectives
REL 274 The Making of Muhammad
REL 333 Seminar: The Social World of Early Christianity

Students are to check departmental entries in the catalogue to find out the year and semester when particular courses are being offered.

Anthropology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Elizabeth Erickson Hopkins, Ph.D.
†[1]Frédérique Apffel-Marglin, Ph.D.
*[2]Donald Joralemon, Ph.D.

William Allan Neilson Professor
Margaret Lock, Ph.D. (Fall 1999)

Gwendolen M. Carter Professor of African Studies
Wim M.J. van Binsbergen, Ph.D.

Associate Professor
Elliot Fratkin, Ph.D., *Chair*

Assistant Professors
*[1]Ravina Aggarwal, Ph.D.
Patricia Pierce Erikson, Ph.D.

Students are strongly encouraged to complete ANT 130 or 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130 Introduction to Cultural Anthropology
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious and family structures, with examples from Africa, the Americas, India and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment of each section limited to 25. **{S}** 4 credits
Patricia Erikson, Elliot Fratkin, Donald Joralemon, Fall 1999
Ravina Aggarwal, Patricia Erikson, Spring 2000
To be announced, Fall 2000, Spring 2001
Offered both semesters each year

131 Perspectives on Human Behavior and Evolution
The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits
Elizabeth Hopkins
Offered Spring 2000, Spring 2001

230 Population and Environment in Africa
This course focuses on demographic and environmental change on the African continent brought about by social and economic activities of human populations. The course discusses the origin and growth of human populations, distribution and spread of language and ethnic groups, the variety in food production systems, and transformations in political and economic life brought about by colonialism and globalization. Topics include demographic transition theory, drought and desertification, rural, urban and international migration, and health and nutritional change. **{S/N}** 4 credits
Elliot Fratkin
Offered Spring 2000

231 Africa: A Continent in Crisis
Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the so-

cial, political and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war and AIDS. We will explore their genesis in the values and expectations of traditional African societies, in the claims of the colonial period, and in the intensifying global pressures of the postwar world and Cold War politics. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Fall 1999, Fall 2000

232 Third World Politics: Anthropological Perspectives
The nature of political behavior and the political process. The biology of domination. Witchcraft as a political agenda. Traditional political priorities and the continuing vitality of traditional values and strategies in colonial and contemporary arenas. Christianity, prophetic sects and Muslim fundamentalism as instruments of protest. The implications of urbanization, ethnicity and global communication on Third World politics. Forging a national identity: ideology and reality. The logic of genocide. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Spring 2000, Spring 2001

233 The Anthropology of Religion
A survey of the main fields of "religion" from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their deities, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon. (E) **{S}** 4 credits
Ravina Aggarwal
Offered Fall 2000

236 Economy, Ecology and Society
This course introduces materialist approaches in anthropology including human ecology, cultural evolution and political economy. Through readings, film and discussion, this course compares different production and exchange systems, contrasts differences between subsistence and market economies, and discusses the emergence and domination of a global capitalist system over tribal and tributary societies in the past 500 years. **{S}** 4 credits
Elliot Fratkin
Offered Spring 2001

237 Native South Americans: Conquest and Resistance
The differential impact of European conquest on tropical forest, Andean and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination. **{H/S}** 4 credits
Donald Joralemon
Offered Spring 2000

240 Anthropology of Museums
This course analyzes museums as actors in producing knowledge and meaning in modern societies. Museums' relations to colonialism, nationalism, ethnic resistance, and positivism are explored. Projects entail describing and critiquing exhibit paradigms and technologies. Prerequisite: 130 or permission of the instructor. (E) **{S/H}** 4 credits
Patricia Pierce Erikson
Offered Fall 1999

241 Anthropology of Development
The Anthropology of Development compares three explanatory models—modernization theory, dependency theory, and indigenous or alternative development—to understand social change in the 20th century. Who sponsors development programs and why? How are power, ethnicity and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth and economic empowerment with readings from Africa, Asia, Oceania and Latin America. **{S}** 4 credits
Elliot Fratkin
Offered Fall 1999, Spring 2001

243 Colloquium in Political Ecology
This course is an introduction to the study of those factors implicated in the creation and perpetuation of the current ecological crisis. The course is structured around three categories: gender, knowledge and culture. While not exhaustive, they have been chosen as promising entry points into the study of those practices inimical or favorable to ecological health. The course will integrate community-based learning into its requirements. Students will be required to volunteer in local environmental organizations or movements and test there the theoretical

learning done in the course. Limited enrollment. Prerequisite: 130 or WST 250 or permission of the instructor. **{S}** 4 credits
Frédérique Apffel-Marglin
Offered Fall 2000

244 Gender, Science and Culture
The course will examine critically the categories "woman," "body," "self." It will make use of extensive material from other cultures as well as subcultures in the United States and draw on feminist anthropologists and on women writers from different cultures, as well as on feminist historical works. **{S}** 4 credits
Frédérique Apffel-Marglin
Offered Fall 2000

248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits
Donald Joralemon
Offered Fall 1999, Spring 2001

250 Native Peoples of North America
Historical and contemporary experiences of Native peoples in the United States and Canada, including missionization, boarding schools, political resistance, artistry and spirituality. Notions of "Native" and "anthropological" voice will be explored through ethnographies, oral histories and historical documents. Prerequisite: ANT 130 or 131 or permission of the instructor. (E) **{S}** 4 credits
Patricia Pierce Erikson
Offered Spring 2000

330 History of Anthropological Theory
A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. **{S}** 4 credits
Ravina Aggarwal, Spring 2000
Elliot Fratkin, Fall 2000
Offered Spring 2000, Fall 2000

Seminars

340 Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
The dynamics of contemporary Third World politics. What factors define the transformation or continuing vitality of traditional institutions and values under pressures of modernization, urbanization and late 20th century global technology and communications? Topics will include gender politics and gender options; Christianity, sectarian protest and Muslim fundamentalism as strategies of secular resistance and identity; ethnicity and privilege in the national arena. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Fall 2000

341 Seminar: Sacred Power as Secular Politics: Ideology, Legitimacy and Action
The central and persistent historical role of sacred legitimacy in the secular political arena. Comparative survey of witchcraft, prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Fall 1999

342 Seminar: Topics in Anthropology
4 credits

Objects, Others and Selves: The Anthropology of Material Culture
Anthropological approaches to material culture using museum collections. Each student researches an object: its role in crossing cultural contexts and its history of arriving in the collection. Special attention to processes of identity formation and their intersection with economics of material culture. **{S}** 4 credits
Patricia Erikson
Offered Fall 1999

"The Virtualized Village"—Africa in a Globalizing World
Globalization has emerged as a key concept to describe the modern and postmodern world in terms of information, communication, capital, commodities, people, organizational forms, and ideas. Cultural identities in Africa now take on a self-reflexive, politicized, militant and often performative nature. Constructions of otherness play a major role as justifications of political and cultural hegemony, as charters for disciplinary boundaries, and as commodified images through the media. This seminar seeks to explore the place of Africa in globalization from a number of complementary perspectives including Africa's contributions to global cultural history, African ethnic and religious identities in the process of globalization, development as a globalizing idiom, the experience of information and communication technology, and the emergence of Africa-based ideology (Afrocentrism, Black Athena, African philosophy) as responses to globalization. **{H/S}** 4 credits
Wim M.J. van Binsbergen
Offered Spring 2000

343 Seminar: Travel, Tourism and Culture
This course examines travel as a way of knowing the world using ethnographies, travelogues, films, tourist brochures and guidebooks. Topics include the transforming role that travel plays in the representation of other places and peoples, the emergence and organization of mass tourism, its impact on identity, family, race and class statuses of both hosts and guests, global economic pressures and sites of resistance to tourism, possible ways to ensure alternative and responsible travel. Prerequisite: permission of the instructor. **{S}** 4 credits
Ravina Aggarwal
Offered Fall 2000

344 Seminar: Topics in Medical Anthropology
Topic: Anthropology and Medical Ethics
A cross-cultural analysis of ethics in healing systems and the implications for bioethics. Universal principles versus culturally relative values in medical decision making. Research projects review central ethical issues in medicine from an anthropological perspective. Prerequisite: ANT 248 or permission of the instructor. **{S}** 4 credits
Donald Joralemon
Offered Spring 2000

348 Seminar: Topics in Development Anthropology
4 credits

Topic: When Nomads Settle: Social, Health and Demographic Consequences
Humans were nomadic foragers for 99 percent of our history. Up to the 19th century, small mobile populations dominated certain landscapes—Aborigines of Australia, Ache of Paraguay, Ba'Mbuti of Congo, Bedouin of Arabia, Innuit of Arctic Canada, Maasai of Kenya, San of Southern Africa, or Tungus of Siberia. Today, these and hundreds of other groups have voluntarily or involuntarily settled in agricultural or urban settings, often losing much of their culture in the process. This seminar allows students to explore transformations in a particular society through research and a term paper. The case of the Maasai of Kenya and Tanzania will be presented as a focus of the anthropological study of change and development. Permission of the instructor required. **{S}**
Elliot Fratkin
Offered Spring 2000

Topic: Population, Environment and Development
This seminar emphasizes critical analysis of population and environment issues from political-economic, ecological and cultural perspectives. Topics include demographic principles, issues of population regulation and control, and the environmental consequences of human economic activity, with examples from Africa, Asia, Latin America, Europe and North America. The first half of the seminar focuses on discussion of the class readings; the second half is dedicated to presentation and discussion of individual research papers. Prerequisite: either 230, 236, 241, or permission of the instructor. **{S}**
Elliot Fratkin
Offered Spring 2001

Cross-listed and Interdepartmental Course

DAN 375 The Anthropology of Dance

General Courses

404 Special Studies
By permission of the department, for junior and senior majors. 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Major in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Elizabeth Hopkins (1999–2000).

Requirements: 130 or 131 (basis), 330, one seminar in the department at Smith, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or a year in India, Kenya, Nigeria, South Africa, Scotland, Peru, Mexico, Sri Lanka, Singapore and the Philippines. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis. SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon.

Basis: 130 or 131.

Requirements: In addition to the basis, five elective courses are required, one of which must be either 330 or a seminar in the department.

Honors

Director: Donald Joralemon (1999–2000).

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements:
1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Archaeology

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisory Committee

†[1]Scott Bradbury, Associate Professor of Classical Languages and Literatures
H. Allen Curran, Professor of Geology
*[2]Karl Donfried, Professor of Religion and Biblical Literature
Patricia Erikson, Assistant Professor of Anthropology
Elizabeth Hopkins, Professor of Anthropology
Caroline Houser, Professor of Art, *Director*
†[2]Barbara Kellum, Associate Professor of Art
Dana Leibsohn, Assistant Professor of Art
Richard Lim, Associate Professor of History
Thalia Pandiri, Associate Professor of Classical Languages and Literatures and of Comparative Literature
†[2]Neal Salisbury, Professor of History
Marjorie Senechal, Professor of Mathematics

Lecturer

Susan Heuck Allen, Ph.D.

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30.
{H/S} 4 credits
Susan Allen
Offered Fall 1999, Fall 2000

400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits
Offered both semesters each year

The Minor

Requirements:
1. ARC 211.
2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. The project may be done in a variety of ways and places; for example, it may be excavation (fieldwork), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.

   This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the registrar and the Advisory Committee, it may count as one of the six courses required for this minor.
3. Four additional courses (if the archaeological project carries academic credit) or five (if the archaeological project does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1]Elliot Offner, M.F.A.
Helen Searing, Ph.D.
Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
*[1]Chester J. Michalik, M.F.A.
Jaroslaw Volodymyr Leshko, Ph.D.
**[1]Dwight Pogue, M.F.A.
*[1, 2]Gary L. Niswonger, M.F.A.
** [2]Craig Felton, Ph.D.
Caroline Houser, Ph.D.
Susan Heideman, M.F.A.
†[1]John Davis, Ph.D.

Kennedy Professors in Renaissance Studies
Keith Christiansen, Ph.D. (Fall 1999)
Phyllis Pray Bober, Ph.D. (Fall 2000)

Associate Professors
A. Lee Burns, M.F.A., *Chair*
†[2]Barbara A. Kellum, Ph.D.
†[1]Brigitte Buettner, Ph.D.
John Moore, Ph.D.

Harnish Visiting Artist
Delilah Montoya, M.F.A.

Assistant Professors
Dana Leibsohn, Ph.D.
Roger Boyce, M.F.A.

Lecturers
Richard S. Joslin, M.Arch.
Carl Caivano, M.F.A.
Katherine Schneider, M.F.A.
Suzannah Fabing, A.M.
Martin Antonetti, M.S.L.S.
**[1]John Gibson, M.F.A.
Leigh Culver, Ph.D.
Nina James-Fowler, Ph.D.

The Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

The history of art, studio, and architecture divisions all have the one-semester colloquium ARH 101 (Approaches to Visual Representation) as their foundation.

Many courses are offered in alternate years; students should plan their schedules accordingly. Some art history courses (colloquia and seminars) have limited enrollment. During advising week, students who wish to take these courses and have fulfilled the prerequisites should place their names on the appropriate sign-up sheets available with individual faculty members. Final selection will be made by the instructor.

Students planning to major or to do honors work in art will find courses in literature, philosophy, religion and history taken in the first two years valuable. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York or other places in the vicinity for the study of original works of art.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Introductory Courses

Courses at the 100 level are open to all students; there are no prerequisites. Students considering a major in art are encouraged to take ARH 101 early in their Smith career.

ARH 101 Approaches to Visual Representation (C)
Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Each section is limited to 20 students.

Scenes of Sacrifice
This class focuses on sacrifice and its ties to visual representation. Our primary concern: how and why sacrificial acts, images and objects have been—and continue to be—invested with meaning in different contexts. Along with specific sacrificial scenes and rites, we will address issues and methods of analysis in the visual arts. Examples will be drawn from Europe, Africa, Asia and the Americas, and from antiquity to the present. **{H/A} WI** 4 credits
Dana Leibsohn
Offered Fall 1999, Fall 2000

Sculpture in Western Traditions
An analysis of major sculptural monuments of Western Art. Emphasis on the variety of sculptural expression (free-standing, relief and architectural sculpture) and a consideration of cultural, religious and societal contexts of sculptural works. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Fall 1999, Fall 2000

Looking Backward and Forward with Velázquez
Diego Velázquez (1599–1660) began his artistic training in Seville, Spain's largest city and a crossroads of international trade in the 17th century. By 1623, he entered lifelong service as painter to Philip IV, Habsburg monarch of Spain, whose empire reached around the globe. The images created by Velázquez continue to provide us with a pictorial understanding of the royal family and the court during this dynamic period of European political, social and religious life. Paintings by Velázquez will be examined for their art historical references to Classical, Renaissance and contemporary Baroque art as well as for their purpose in establishing an official image of the Spanish monarchy. The course will also consider the influence of Velázquez's work on later artists such as Goya, Manet and Sargent. **{H/A}** 4 credits
Craig Felton
Offered Fall 1999, Fall 2000

Advertising and Visual Culture
By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we'll also explore the shifting parameters of "high" art and "low" art, the significance of advertising in contemporary art, and the structuring principles of visual communication. **{H/A} WI** 4 credits
Barbara Kellum
Offered Fall 1999, Spring 2001

Mortals and Immortals
Who are the particular people or deities that artists and their patrons have chosen to immortalize through representations? What do the portrayals express? What differences are there between actual and imaginary portraits? Drawing on examples that range from ancient to modern times, we will consider cultural context and such artistic choices as composition, materials, colors and scale. **{H/A} WI** 4 credits
Caroline Houser
Offered Spring 2000

The Home as a Work of Art
Using examples of domestic design throughout the world and the ages, we will examine in detail various facets of the setting and the building, its spatial organization, materials and accoutrements, and the way it serves and represents ideas about gender, the family as a social and productive unit, and moral and aesthetic values. **{H/A}** 4 credits
Helen Searing
Offered Spring 2000

Cities
Characteristic forms and building types, and the ritual, symbolic, political, economic and cultural signification of cities in history. Examples drawn from different historical periods, with primary focus on Europe (from the ancient Mediterranean world forward) and the Americas (from the pre-Columbian world forward). Ideas associated with country life and utopias as alternative responses or antidotes to urban experience will also be considered. Semester-long student projects will involve case studies of New England cities and towns (including Northampton) and the multiple, competing forces that encouraged, effected, constrained or thwarted changes within them up to the present. **{H/A}**
John Moore
Offered Spring 2000

Image and Word in Classical Mythology
Exploration of the meanings that particular Greek and Roman myths have in different times and in different cultural contexts, as well as variations expressed by different artists from antiquity to the present day. Consideration given to divergent interpretations found in art and in literature. Students will present their analyses and ideas, as well as the visual evidence on which they are based, in short written and oral assignments that will explore how cultural contexts and word choices affect seeing and understanding. Some class meetings will be held in museums. **{H/A} WI**
Caroline Houser
Offered Fall 2000

Buddhist Art
Selected themes and monuments of Buddhist art from India, China and Japan, introducing the stupa, images of the Buddha and Bodhisattva, narrative relief, cave temple art, painting and temple architecture. **{H/A}** 4 credits
Marylin Rhie
Offered Spring 2001

Art and Death
Through an examination of key architectural, sculpted and painted monuments from a variety of different cultures we will study funerary beliefs and rituals, asking how art has been mobilized across the ages to frame the disruptive experience of death. **{H/A}** 4 credits
Brigitte Buettner
Offered Spring 2001

Moments and Monuments in Visual Culture
What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on 10 important monuments and figures—from ancient Greek architecture and Mayan sculpture to later artists such as Rembrandt, Picasso and Frank Lloyd Wright—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe and the Americas. **{H/A}** 4 credits
John Davis
Offered Fall 2000

ARH 124 Art of Japan (L)
An introductory survey of the art and architecture of Japan from the Neolithic period to the mid-19th century with a view to understanding the art analytically and historically, and as the embodiment of the cultural, religious and aesthetic ideals of Japan. **{H/A}** 4 credits
Marylin Rhie
Offered Fall 1999

ARH 190 A Survey of the History of Western Art: Renaissance to Modern (L)
Painting, sculpture, architecture and other modes of artistic expression in Europe and the Americas, from 15th-century Florence to New York in the 1980s. Selective study of major monuments, styles and movements; artists' training and careers; materials and techniques; patronage and the art market; museums and collecting; the symbolic meanings of art; the relationship of art to court, bourgeois, and democratic societies, religion, intellectual and scientific trends, politics, and contemporaneous events. The research tools and interpretive models adopted by historians to understand art will be highlighted throughout. **{H/A}** 4 credits
John Moore
Offered Spring 2000, Spring 2001

Lectures and Colloquia

Group I

ARH 200 Art Historical Studies (C)
Topic: The Human Figure in the Classical Tradition. Ancient Greeks chose the human figure as metaphor to express cultural, religious and political ideas. That tradition lives on in later times, as we can see in such diverse creations as Donatello's *Mary Magdalene*, Bartholdi's *Statue of Liberty*, and Henry Moore's *Reclining Figures*. After examining examples of Greek art that focus on the human form and some Roman images reflecting that Greek tradition to see what we retain of that classical heritage, we will study a variety of ways the human figure has been used in art that ranges in time from antiquity to the present day. When are human figures used as metaphors in the classical tradition, either consciously or unconsciously, and what meanings do representations of human figures express in various cultural contexts throughout the history of the western world?
Caroline Houser
Offered Spring 2001

ARH 204 Pre-Columbian Arts (L)
An examination of images and architectural works created in Mexico, Guatemala and Belize before the arrival of the Europeans. This class focuses on the ways in which public spaces and sacred buildings, sculpture, ceramic vessels, and book paintings were invested with meaning before 1550 C.E. Specifically, pre-Hispanic objects and spaces are considered in light of current debates in Aztec, Maya, Teotihuacan and Olmec art history and archaeology. No prerequisite. **{H/A}** 4 credits
Dana Leibsohn
Offered Fall 2000

ARH 206 The Art of Ancient Egypt and the Aegean Bronze Age (L)
The visual arts of Egypt, the Cycladic Islands, Crete and the Greek mainland during the third and second millennia B.C.E. as seen in their cultural contexts. Consideration of relationships between art and architecture made in Egypt and that made in the Aegean lands during the Bronze Age. Exploration of questions about the reflections of social, political and religious ideas in artistic forms ranging from major architectural complexes to personal jewelry. Consideration of the rediscovery of these arts in modern times and of changing interpretations of it. **{H/A}** 4 credits
Caroline Houser
Offered Fall 2000

ARH 208 The Arts of Greece (L)
An introduction to the sculpture, architecture, painting and minor arts made by ancient Greek artists from the time of the Minotaur to the fall of Cleopatra. Emphasis on analyzing artistic expressions of changing cultural values with attention to social, religious and political ideas and ideals. **{H/A}** 4 credits
Caroline Houser
Offered Spring 2000

ARH 212 Ancient Cities and Sanctuaries (L)
Exploration of civic and religious centers in selected sites of the ancient Mediterranean world and areas related to it in countries known today by their modern names of Greece, Turkey, Italy, Egypt and Ethiopia. We will examine spatial plans, architecture and other artistic forms that range from sculpture and painting to public ceremonies. Using archaeological, literary and historical evidence, we will consider ways that social, political and religious factors shape cities and sanctuaries and will make comparisons with a variety of other sites such as medieval Iceland and modern America. **{H/A}** 4 credits
Caroline Houser
Offered Fall 1999

ARH 216 The Art of the Roman World (L)
From North Africa to Gaul, from the Pillars of Hercules (Straits of Gibraltar) to Asia Minor, the interrelationships of art and power in the visual culture of the ethnically diverse Roman empire, from the first century B.C.E. through the fourth century C.E., will be the subject of study. We will also examine works of art from later periods in the Smith College Museum of Art as well as literature and film that structure our perception of the Roman world. **{H/A}** 4 credits
Barbara Kellum
Offered Fall 1999

Group II

ARH 222 The Art of China (L)
The art of China and peripheral regions as expressed in painting, sculpture, architecture, porcelain and the ritual bronzes. The influence of India is studied in connection with the spread of Buddhism along the trade routes of Central Asia. **{H/A}** 4 credits
Marylin Rhie
Offered Fall 2000

ARH 226 The Art of India (L)
The art of India and bordering regions to the north from the Indus Valley civilization through the ancient and classical Gupta age, the medieval period and the Mughal-Rajput period, as expressed in the architecture, sculpture and painting of the Buddhist, Hindu, Jain and Muslim religions. **{H/A}** 4 credits
Marylin Rhie
Offered Spring 2000

ARH 232 Art and Monasticism (400–1200, C.E.) (L)
Architectural, sculpted and pictorial arts from the Medieval West. Focus on specific monuments and iconographies studied as shapers of cultural, religious, social and gender identities. **{H/A}** 4 credits
Brigitte Buettner
Offered Spring 2001

ARH 234 The Age of Cathedrals (L)
Religious and secular architectural, sculpted and pictorial arts from the 12th through the early 15th century North of the Alps. Gothic visual language in its relationship with urbanization, courtly patronage, rise of literacy, and changes in devotional attitudes. **{H/A}** 4 credits
To be announced
Offered Spring 2000

Group III

ARH 240 Art Historical Studies (C)
{H/A} 4 credits

Art and Theory in Italy: 1550–1672
The focus of this class will be the intersection of notions of artistic genius with marketplace economics in late Renaissance Italy. We will read selections from the body of theoretical literature that articulated those notions and examine the character of marketplace economics that directly affected the lives of artists. Among the artists we will examine in some depth are Annibale Carracci, Caravaggio, Guido Reni, Guercino, and Orazio and Artemisia Gentileschi.
Keith Christiansen
Offered Fall 1999

Renaissance Uses of Antiquity
Insofar as possible, this colloquium will consider topics developed from the interests of those enrolled as well as concerns of the instructor. Questions that engage the latter include: How does the Italian Renaissance differ from periodic revivals of antiquity during the so-called Middle Ages? Why is pagan imagery of the Bacchic cult so pervasive at every level of a Christian society? What is the role of ancient pictorial and textual traditions in the development of Italian landscape? How are we to understand different motives for collecting ancient works of art? Does Renaissance culinary culture cast light on these and other queries about the wider intellectual and artistic scene?
Phyllis Pray Bober
Offered Fall 2000

The Age of Louis XIV
An examination of the role of the visual arts in fashioning an extraordinary, indelible and much-imitated image of rulership. Connections between the visual arts and the literary production that characterizes *le grande siècle* will be carefully studied, and artistic production of all types will likewise be related to the centralized bureaucracy that came to define the French state. Works of art sponsored by Louis XIV's Bourbon forebears will be considered, as well as the legacy of Versailles in selected European courts of the late-17th and 18th centuries.
John Moore
Offered Fall 2000

Current Issues in Latin American Art
This course examines recent writing on the visual culture of Latin America. Crossing the pre-Hispanic, colonial and modern periods, we will take up new work on topics including Aztec gender and Maya architecture; colonial maps and festivals; the

art of Frida Kahlo, Diego Rivera and Alfredo Jaar; and contemporary museum exhibitions. Of particular interest will be the theoretical and methodological issues that characterize writing on visual culture since 1975 and the ways it challenges our response to the question "What is art?" Pre-requisite: one class in art history, or in Latin American anthropology, film, history or literature, or permission of the instructor.
Dana Leibsohn
Offered Spring 2001

ARH 242 Early Italian Renaissance Art (L)
The reawakening of the arts in Italy with the formation of new religious organizations and the gradual emergence of political units will be studied through theoretical and stylistic considerations in sculpture, beginning with the work of the Pisani, and followed by the revolutionary achievements in painting of Giotto (in Padua and Florence) and Duccio (in Siena) which will inform the art of generations to come. A revival of interest in the liberal arts tradition and the Classical past beginning at the end of the 14th century in Florence, leading to the period known as the Renaissance during the following century in which such architectural designers as Brunelleschi and Alberti, sculptors such as Donatello and Verrocchio, and the painters Masaccio, Fra Angelico, Piero della Francesca, Ghirlandaio and Botticelli, among others, will be examined within the context of the flowering of Humanist courts in Florence, Urbino, Mantua and Ferrara. **{H/A}** 4 credits
Craig Felton
Offered Fall 1999

ARH 244 Italian 16th-Century Art (L)
The giants of the Italian Renaissance: Leonardo da Vinci, Michelangelo and Raphael will be studied against the backdrop of shifting political tides and the emergence of Pope Julius II, whose patronage caused the arts in Rome—with such projects as the Sistine Chapel and the Stanze of the Papal Apartments—to give a particular meaning to the term Renaissance. This Julian Renaissance, or the High Renaissance in Rome, will be compared with the development in painting of the period from 1450 to 1575 in the courts of Mantua, Ferrara and the Republic of Venice, with the equally significant artists Andrea Mantegna, Giovanni Bellini, Giorgione, Titian, Tintoretto and Veronese. The course concludes with an examination of the later works of Michelangelo, both in painting and architecture, and those artists of the Florentine "Mannerist" period, including Andrea del Sarto, Pontormo and Rosso, as well as the artists Correggio and Parmigianino in Parma. **{H/A}** 4 credits
Craig Felton
Offered Spring 2000

ARH 250 Building Europe, 1537–1800 (L)
European architectural theory and practice in the Age of Absolutism and the nascent bourgeoisie, from the Florence of Cosimo I to the ephemeral structures of revolutionary France. Developments in landscape and urban design an integral part of the course. Focus throughout on the fundamental interdependence of architecture and society. No prerequisites. **{H/A}** 4 credits
John Moore
Offered Fall 1999

ARH 254 Baroque Art (L)
During this age of the consolidation of power—that of Roman Catholicism and European national states—explorations around the globe, investigations in science, and innovations in the concepts of artistic design led to an explosion of styles, innovative and often revolutionary, in art. Post Counter Reformation Italy and the reconsideration of art theory and design at the Academy of the Carracci in Bologna beginning about 1580, the emergence of a new artistic interpretation brought about by Caravaggio and his followers—first in Rome and then across Europe, and the subsequent change in styles to meet various political and regional needs will be examined through painting and sculpture in Italy: with such artists as Annibale and Ludovico Carracci, Caravaggio, Gian Lorenzo Bernini, Pietro da Cortona, Guido Reni; France: Simon Vouet, Poussin, Claude and Georges de La Tour; and Spain: El Greco, Ribera, Velázquez and Zurbarán. No prerequisite. **{H/A}** 4 credits
Craig Felton
Offered Fall 2000

Group IV

ARH 260 Art Historical Studies (C)
{H/A} 4 credits

African Art, History and Modernity
This course explores African visual culture and its interpretation in the 19th and 20th centuries. Among the works to be studied are sculptures and masks, paintings, performances, world exhibitions and photographs. Readings and discussion emphasize a series of inter-related issues: cultural appropriation; collecting practices; museum exhibition; contemporary art production; and modern desires to extinguish traditional primitive art from fine art, tourist art and kitsch. Museum and gallery visits form an integral part of this course. Prerequisite: one college-level course in art, history or anthropology, or permission of the instructor.
Dana Leibsohn
Offered Fall 1999

Women in the History of Photography
This course focuses on photography by women from the mid-19th century to the present day. Looking at documentary photography, the pictorialist movement, photojournalism, and modern and postmodern art photography, we will consider the cultural, political and personal uses of the camera by women artists, reporters and hobbyists. Of particular interest will be the role that gender plays in the production and reception of their work. Photographers discussed will include Berenice Abbott, Diane Arbus, Julia Margaret Cameron, Gertrude Käsebier, Tina Modotti, Dorothea Lange, Cindy Sherman and Lorna Simpson. Prerequisite: ARH 100 or 101 and one 200-level art history course in any subject; or permission of the instructor.
Leigh Culver
Offered Spring 2000

ARH 263 American Indian Art and Architecture
An introduction to American Indian visual culture from the United States and Canada. Concentrating on the period from 1900 to the present, this course addresses two themes: how specific images and buildings operate in indigenous contexts, and current debates over the production, collection and exhibition of American Indian arts. **{H/A}** 4 credits
Dana Leibsohn
Offered Spring 2000

ARH 264 Arts in North America: Colonial Period to Civil War (L)
Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Recommended background: 100d or 101. **{H/A}** 4 credits
Leigh Culver
Offered Spring 2000

ARH 265 Arts in the United States after the Civil War (L)
Art and architecture of the late 19th and early 20th centuries. Exploration of the cultural legacy of the Civil War, the cosmopolitan arts of the Gilded Age, the development of early modernism, and the expansive years during and after World War II. Recommended background: 100d or 101. **{H/A}** 4 credits
John Davis
Offered Spring 2001

ARH 270 Architecture of the 20th Century (L)
Modern architecture and urbanism from 1890 to the present. Recommended background: 100d or 101. **{H/A}** 4 credits
Nina James-Fowler
Offered Fall 1999

ARH 272 19th-Century European Art (L)
An investigation of major artists and movements in 19th-century Europe from Neo-Classicism of Jacques Louis David to Post-Impressionism of Vincent Van Gogh and Paul Cézanne. Considered are the revolutionary trends in art as they relate to the academic establishment and how the artistic innovations reflect and redefine cultural, historical and societal developments. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Fall 1999, Fall 2000

ARH 276 20th-Century Art (L)
An investigation of major artistic tendencies in 20th-century art: Cubism, Futurism, Expressionist trends, Dada and Surrealism, Pop Art, among others. Considered are the advent of abstraction, the reexamination of artistic categories, and the

importance for the arts of scientific and technological advances and of popular culture. Focus is on European art prior to 1945 and American and European trends thereafter. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Spring 2000, Spring 2001

Other 200-Level Courses

For placement of the courses listed below into Groups I–IV, students should consult with the instructor and faculty adviser.

ARH 285 Great Cities (L)
{H/A} 4 credits

London
Urban and architectural history of London, from its founding as a garrison town in Roman antiquity to its growth into a megalopolis in the 19th and 20th centuries. Jealous of its jurisdictional independence from the crown and surrounding communities, the Corporation of London determined, for better and worse, the City's historical development and continues to play a role in its controversial present. The image of London in literature and works of art of all types will be invoked and analyzed throughout.
John Moore
Offered Fall 2000

Pompeii
A consideration of the ancient city: architecture, painting, sculpture and objects of everyday life. Women and freedpeople as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th-, 19th- and 20th-century art will also be discussed. No prerequisite.
Barbara Kellum
Offered Spring 2001

ARH 288 Architectural Studies (C)
{H/A} 4 credits

Arts and Crafts and Industrial Design in Europe and America, 1850–1950
The impact of historicism and machine production on the design arts in the second half of the 19th century will introduce the course, which will first focus on the artistic and social impact of reformers such as William Morris and on movements such as the Art Workers Guild, Art Nouveau, the Glasgow School, the Prairie School, and the California Arts and Crafts movement. In the period from 1910 to the Second World War we will explore efforts to transform design through accommodation to the machine. Women designers such as Charlotte Perriand, Eileen Gray and Ray Eames will receive particular attention.
Helen Searing
Offered Spring 2000

The New Internationalism
Architectural practice has increasingly become a global affair, with American architects working abroad and architects from Asia, Latin America, Africa, Australia and Europe designing and building in the United States. We will survey architecture since 1980 through the lens of these interchanges, fostered by the growth of multinational businesses and common markets. The socio-economic, professional and aesthetic impacts—negative and positive—of this trend will be examined.
Helen Searing
Offered Spring 2001

ARH 292 The Art and History of the Book (C)
A survey of the printed book as an art form from the 15th to the 20th century. Admission by permission of the instructor. **{H/A}** 4 credits
Martin Antonetti
Offered Fall 1999, Fall 2000

ARH 294 Art Historical Methods (C)
An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d or 101 and one 200-level art history course, or permission of the instructor.
{H/A} 4 credits
Barbara Kellum, Spring 2000
Brigitte Buettner, Fall 2000
Offered Spring 2000, Fall 2000

Seminars

Seminars require both an oral presentation and a research paper and are limited to enrollments of 12. Students wishing to enroll in a seminar should have junior or senior standing and should seek permission by checking the sign-up procedures on the instructor's door. A 200-level course in the same area is helpful but is not a prerequisite.

ARH 304 Studies in the Arts of Africa, Oceania and the Americas
Topic: Confronting Culture: New Worlds/Old Worlds
What happened to indigenous images in the Americas after the Spanish conquest? How did European artists and collectors respond to "discoveries" in, and trade with, the Americas? Who was seduced by the allure of foreign images, and why? Juxtaposing works from both sides of the Atlantic, this seminar examines the power of images and objects to re-interpret, react to and resist changes wrought by foreign encounter. Our focus will be the period from 1500 to 1700; among the topics we will consider: maps and new ways of charting the world; paintings that document pre-Hispanic sacrifice for European audiences; and European reactions to American objects and people. Open to majors and nonmajors with one 200-level course in art, literature, history or anthropology. **{H/A}** 4 credits
Dana Leibsohn
Offered Spring 2001

ARH 310 Studies in Greek Art
Topic: Art in the Age of Alexander the Great and His Successors
This course will focus on ways that new discoveries change traditional interpretations of Hellenistic arts and artists. We will analyze paintings, sculptures, buildings and various personal arts (jewelry, weapons and household objects) made from the fourth century through the first century BCE, at the time Alexander the Great created an international empire and the time his successors fought for its control. How did ideas and artistic traditions from sumptuous kingdoms in Asia and Africa fuse with the artistic traditions of democratic classical Greece? We will also explore how shifts in political and religious organization and the commission of major aesthetic and political monuments bring about changes in art. **{H/A}** 4 credits
Caroline Houser
Offered Spring 2001

ARH 315 Studies in Roman Art
Topic: At Home in Pompeii
The houses of ancient Pompeii with their juxtapositions of wall-paintings, gardens and objects of display will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interaction in everyday life in another time and place. **{H/A}** 4 credits
Barbara Kellum
Offered Spring 2000

ARH 340 Studies in Renaissance Art
{H/A} 4 credits

Renaissance Courts
A study of how the visual arts (painting, sculpture, architecture and urbanism, small-scale luxury objects, art collecting, numismatics) provided tangible enframements for and structured expectations related to court life in early modern Europe. Focus on the mechanisms of patronage, the unique concerns of individual patrons, the uses of history, and the dissemination of artistic and cultural paradigms. Case studies will be drawn first from 15th-century Italy and Burgundy and then courts throughout Europe in the 16th century. **{H/A}** 4 credits
John Moore
Offered Fall 1999

El Greco: Mannerist, Mystic, Modernist
The career of El Greco (1541–1614), as the painter Domenikos Theotokopoulos was known in Spain and to history, in its four locations—Crete, Venice, Rome, Spain—will be explored through his paintings, which demonstrate his rapid absorption and incorporation of artistic ideas of the period in which he lived as well as his personal and creative responses to the works of his contemporaries and artists of the earlier years of the 16th century. Artistic technique—composition, color, brushwork, application of paint—as well as artistic intent will be examined against the backdrop of art and politics in the late 16th century in Italy and Spain.
Craig Felton
Offered Spring 2000

ARH 350 Studies in 17th- and 18th-Century Art
Topic: English Art, 1603–1800
Constitutional limits on monarchical power, the embrace of Protestantism, religious intolerance and fanaticism, regicide and revolution, and a much-vaunted (when not exaggerated and misleading) insularity set the stage in England for patterns of patronage and a relationship to the visual arts both similar to and significantly different from modes established in Continental absolutist courts. While critically examining the perennial notion of "the Englishness of English art," we shall study the careers of the painters, printmakers, sculptors, architects and landscape designers whose collective efforts made English art, at long last, one to be reckoned with. **{H/A}** 4 credits
John Moore
Offered Spring 2001

ARH 360 Studies in American Art
Topic: 19th-Century Landscape Painting
Beginning with late 18th-century English theoretical writing on the Picturesque, we will chart the American creation of a landscape vocabulary expressive of national and regional aspirations and identities. Through close analysis of a variety of landscape paintings we will explore such topics as God and nature, exploration and the West, wilderness and settlement, park and garden design, nationalism and the imperial vision, gendered views of the land, and recent museological interpretations of the American terrain. **{H/A}** 4 credits
John Davis
Offered Fall 2000

ARH 372 Studies in 19th-Century Art
Topic: Fin de siècle
A consideration of European art of the final decade of the 19th century. Focus will be on late Impressionism, the Post-Impressionists: Seurat, Cezanne, van Gogh, Gauguin, Symbolism in Paris and other European capitals, and the early careers of Picasso and Matisse. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Spring 2001

ARH 374 Studies in 20th-Century Art
Topic: Pioneers of Abstraction
Abstract art is a contribution to the history of the visual arts unique to the 20th century. A conscious effort to move beyond the boundaries of the representational world came to a head in various artistic centers in Europe in the first decades of the 20th century. The seminar will explore the artistic and societal forces, including science, which impacted this revolutionary development. Contributions of Kandinsky, Delaunay, Malevich, Mondrian and others will be considered. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Spring 2000
Caroline Houser
Offered Fall 1999

Interterm Course

ARH 295j Museum Studies
This course explores the historical evolution of art museums and how differing missions and audiences shape museums today. Students visit a range of museums, private collections, conservation laboratories, art dealers and auctionhouses and meet with their senior staff. They will learn about the behind-the-scenes operations required to meet the fundamental goals of all art museums: preserving, collecting, exhibiting and interpreting the world's artistic heritage. Two major projects are required: a paper and a mini-exhibition or virtual exhibition at the Smith College Museum of Art. Prerequisites: ARH 100d or 101 and one ARH course at the 200 level. Enrollment limited to 10. **{A}** 3 credits
Suzannah Fabing
Offered Interterm 2000

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, students may receive credit for them toward the art history major and minor.

AMS 302 The Material Culture of New England, 1630–1860
Not for seminar credit.

EAS 270 Colloquium in East Asian Studies (C)

EAS 279 The Art and Culture of Tibet (C)

HST 218 Thought and Art in China

Special Studies

ARH 400 Special Studies
1 to 4 credits
Offered both semesters each year

ARH 408d Special Studies
8 credits
Full-year course; offered each year

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 101 requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section, unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161 Design Workshop I
An introduction to visual experience through a study of the basic principles of design. **{A}** 4 credits
A. Lee Burns, Director
A. Lee Burns, Carl Caivano, Chester Michalik
Offered both semesters each year

ARS 162 Design with Computers
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics workstation. Enrollment limited to 12. Permission of the instructor required. **{A}** 4 credits
To be announced, Gary Niswonger
Offered both semesters each year

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. **{A}** 4 credits
Susan Heideman, Elliot Offner, Directors
Katherine Schneider, Carl Caivano, Roger Boyce, Elliot Offner
Offered both semesters each year

ARS 171 Introduction to the Materials of Art
An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. **{A}** 4 credits
Dwight Pogue
Offered Fall 1999, Fall 2000

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat 200-level and above courses, provided they work with a different instructor.

ARS 262 Design Workshop II
Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161 or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits
A. Lee Burns
Offered Spring 2000, Spring 2001

ARS 264 Drawing II
Advanced problems in drawing, including study of the human figure. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Susan Heideman
Offered Fall 1999, Fall 2000

ARS 266 Painting I
Various spatial and pictorial concepts are investigated through the oil medium. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Susan Heideman, Roger Boyce
Offered both semesters each year

ARS 267 Watercolor Painting
Specific characteristics of watercolor as a painting medium are explored, with special attention given to the unique qualities that isolate it from other painting materials. Prerequisites: 161, 163 and 266 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Susan Heideman
Offered Fall 2000

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand drawn lithography, photographic halftone lithography and linocut. May be repeated once for credit. Prerequisites: 161 or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Fall 1999, Fall 2000

ARS 270 Offset Monoprinting
Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Dwight Pogue
Offered Spring 2001

ARS 271 Lithographic Techniques
Methods of printmaking, with emphasis on lithographic techniques. Prerequisite: 161, or 162, or 163 or permission of the instructor. Enrollment limited to 15. Normally offered in alternate years. {A} 4 credits
Gary Niswonger
Offered Spring 2001

ARS 273 Sculpture I
The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161 and 163, or permission of the instructor. Enrollment limited to 16. {A} 4 credits
A. Lee Burns
Offered Fall 1999, Fall 2000

ARS 275 An Introduction to Printing
Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 12. Admission by permission of the instructor. {A} 4 credits
Martin Antonetti
Offered Spring 2000, Spring 2001

ARS 276 Calligraphy and Lettering
The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. {A} 4 credits
Elliot Offner
Offered Fall 2000

ARS 277 Woodcut
The art of cutting images in relief on wood; printing from the woodblocks in black, white and colors. Prerequisite: 161 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Elliot Offner
Offered Spring 2000, Spring 2001

ARS 280 Introduction to Architecture, City Planning and Landscape Design
Preliminary instruction in drafting, perspective and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 24. {A} 4 credits
Richard Joslin
Offered Fall 1999, Fall 2000

ARS 281 Introduction to Architecture, City Planning and Landscape Design
A continuation of 280. Prerequisite: 280. Enrollment limited to 24. {A} 4 credits
Richard Joslin
Offered Spring 2000, Spring 2001

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161, or 163, or permission of the instructor. Enrollment limited to 20 per section. {A} 4 credits
Delilah Montoya, Chester Michalik
Offered both semesters each year

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

ARS 362 Painting II
Painting from models, still-life and landscape using varied techniques and conceptual frameworks. Prerequisites: 266 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Roger Boyce
Offered Spring 2001

ARS 363 Painting III
Advanced problems in painting. Emphasis on thematic self-direction and group critical analysis. Prerequisite: ARS 362 and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
Roger Boyce
Offered Spring 2000

ARS 364 Drawing III
Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and 264. Enrollment limited to 15. **{A}** 4 credits
Gary Niswonger
Offered Spring 2001

ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
Dwight Pogue
Offered Spring 2001

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding and various media. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
A. Lee Burns
Offered Spring 2000, Spring 2001

ARS 381 Architecture
Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281 or permission of the instructor. Enrollment limited to 12. **{A}** 4 credits
Richard Joslin
Offered Fall 1999, Fall 2000

ARS 382 Architecture
A continuation of 381. Prerequisite: 381. **{A}** 4 credits
Richard Joslin
Offered Spring 2000, Spring 2001

ARS 383 Photography II
Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Delilah Montoya
Offered both semesters each year

ARS 384 Advanced Studies in Photography
Advanced exploration of photography as a means of visual expression. Lectures, assignments and self-generated projects will provide a basis for critiques. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Delilah Montoya
Offered Spring 2000, Spring 2001

ARS 390 Five College Drawing Seminar
This course, limited to junior and senior art majors from the Five Colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketch book, written self-analysis, and participating in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 25, five students from each of the Five Colleges. (E) **{A}** 4 credits
Bonnie Miller (Mount Holyoke), Coordinator
Offered Fall 1999

ARS 400 Special Studies
Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments. 1 to 4 credits
Offered both semesters each year

ARS 408d Special Studies
8 credits
Full-year course; offered each year

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Graduate

ARS 581 Studies in Design, Drawing, Painting, Photography, Graphic Arts or Sculpture
4 credits
Members of the Department
Offered both semesters each year

Honors

Co-directors of the Honors Committee: Art History: Dana Leibsohn; Studio Art: Gary Niswonger.

ARH 430d Thesis
8 credits
Full-year course; offered each year

ARS 430d Thesis
8 credits
Full-year course; offered each year

Requirements: ARH 101. ARH 294 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for eight credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Roger Boyce, Brigitte Buettner, Lee Burns, John Davis, Craig Felton, Susan Heideman, Caroline Houser, Richard Joslin, Barbara Kellum, Jaroslaw Leshko, Dana Leibsohn, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Helen Searing.

Art History Adviser for Study Abroad: John Moore.

Art Studio Adviser for Study Abroad: Chester Michalik.

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art) or Plan C (architecture). Students considering a major in art are encouraged to take ARH 101 early in their Smith careers.

Areas of Study

Courses in the history of art are divided into areas that reflect various general time periods. These divisions are:

Group I: 200, 202, 204, 206, 208, 210, 212, 214, 216

Group II: 124, 220, 222, 226, 228, 232, 234

Group III: 240, 242, 244, 246, 250, 252, 254, 258

Group IV: 260, 261, 263, 264, 265, 266, 270, 272, 274, 276, 278, 280

Other courses not listed under Groups I–IV may be placed with the appropriate group in consultation with the instructor and academic adviser.

No course counting toward the major may be taken for an S/U grade.

Plan A, The History of Art

Requirements: 11 courses, which will include:
1. ARH 101
2. one course in studio art
3. eight additional courses. Students must take at least one course in each of four areas of study

(Groups I–IV). Only one 100-level lecture course in history of art may be counted toward the major. Normally, five of the history of art courses counted toward the major must be taken at Smith.
4. one seminar in history of art (normally to be taken at Smith). Seminars do not count toward the distribution requirement.

Plan B, Studio Art

Requirements: 12 courses, which will include:
1. ARS 163
2. ARH 101
3. seven additional studio art courses. Majors are also encouraged to take one of the following design-related courses: ARS 161, ARS 162, ARS 171 and ARS 265
4. three additional history of art courses, at least one of which should be in one of these three areas of study: Groups I–III

In addition, seniors will be required to install a show, which normally occurs in the spring semester.

Plan C, Architecture

Requirements: 11 courses, which will include:
1. ARH 101
2. ARS 280 and 281
3. ARS 162 or 163
4. two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381, ARS 383, ARS 262) and/or their equivalents in other Five College institutions.
5. five semester courses in history of art that focus on architectural monuments and urban environments: thus ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 263, 264, 265, 266, 270, 274, 285, 286, 288, 359 and/or their equivalents in other Five College institutions. Students must take one course in at least three areas of study (Groups I–IV). Students are required to take at least one colloquium or seminar in history of art, and to submit either a research paper or a design project, which will ordinarily be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minors

Plan 1, History of Art

Designed for students who, although majors in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Members of the history of art faculty.

Requirements: six courses, which will include ARH 101, four additional courses in history of art (three of which must be in different areas of study [Groups I–IV]), and one seminar (normally to be taken at Smith).

Plan 2, Studio Art

Designed for students who wish to focus some of their attention on studio art although they are majors in another department. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit.

Advisers: John Moore, Helen Searing.

Requirements: Five courses from the following: ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 264, 265, 266, 270, 274, 285, 286, 288, 359.

Plan 4, Graphic Arts

Seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit.

Advisers: Gary Niswonger, Elliot Offner, Dwight Pogue.

Requirements: (1) 163 (basis); (2) 290 History of Graphic Arts or 292 Composition of Books; and (3) any four ARS from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Astronomy

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Richard E. White, Ph.D., *Chair*
Suzan Edwards, Ph.D.

Laboratory Instructor
Meg Thacher

Research Associate
Brian Michael Patten, Ph.D.

Five College Faculty
Thomas Travis Arny, Ph.D. (Professor, University of Massachusetts)
Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)
William A. Dent, Ph.D. (Professor, University of Massachusetts)
George S. Greenstein, Ph.D. (Professor, Amherst College)
William Michael Irvine, Ph.D. (Professor, University of Massachusetts)
Neal Katz (Assistant Professor, University of Massachusetts)
John Kwan, Ph.D. (Professor, University of Massachusetts)
James Lowenthal (Assistant Professor, University of Massachusetts)
F. Peter Schloerb, Ph.D., Chair (Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)
Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)
Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)
David J. Van Blerkom, Ph.D. (Professor, University of Massachusetts)
Martin D. Weinberg, Ph.D. (Professor, University of Massachusetts)
Judith S. Young, Ph.D. (Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115 and 116 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, which includes 14" and 16" Schmidt-Cassegrain reflectors; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "FC" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-4301) for the time of the first class meeting.

102 Sky I: Time
Observe and measure the cyclical motions of the sun, the moon and the stars. Reconstruct the historical foundation for measuring time. Understand phases of the moon, lunar and solar eclipses, seasons. Enrollment limited to 25 per section. **{N}**
2 credits
Suzan Edwards, Meg Thacher
Offered both semesters each year

103 Sky II: Telescopes
Use the telescopes of the McConnell Rooftop Observatory to observe celestial objects, including the moon, the sun, the planets, nebulae and galaxies. Learn celestial coordinate and time-keeping systems. Find out how telescopes work. Take digital images of celestial objects and learn basic techniques of digital image processing. Prerequisites: Section I, PHY 115, which may be taken concurrently; Section II, any prior astronomy course. Enrollment limited to 20 students per section. **{N}**
2 credits
Section I, *Richard White*; Section II, *Suzan Edwards, Meg Thacher*
Offered Spring 2000, Spring 2001

110 Exploring the Universe
Explore the celestial bodies that inhabit the universe—planets, stars and galaxies—and discover the workings of the universe as a whole. Understand how the forces of nature govern the origin, structure and evolution of these bodies and how they determine the ultimate fate of our universe. **{N}** 4 credits
Suzan Edwards
Offered Fall 1999, Fall 2000

215 FC15b History of Astronomy
Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology. **{H/N}** 4 credits
To be announced
Offered Spring 2000

223 FC23b Planetary Science
A freshman-level introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **{N}**
4 credits
Section I: *Darby Dyer* at Mount Holyoke
Section II: *F. Peter Schloerb* at UMass
Offered Spring 2000, Spring 2001

224 FC24b Stellar Astronomy
This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation, and quantitative comparison between observation and theory. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}**
4 credits
Richard White at Amherst
Offered Fall 1999, Fall 2000

225 FC25b Galactic and Extragalactic Astronomy
The basic observational properties of galaxies will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}**
4 credits
George Greenstein at Amherst
Offered Spring 2000, Spring 2001

226 FC26a Cosmology
Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. **{N}** 4 credits
Section I: *Tom Dennis* at Mount Holyoke
Section II: *Stephen Schneider* at UMass
Offered Fall 1999, Fall 2000

337 FC37b Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 224, 351 or 352. Taught in alternate years with 338. **{N}** 4 credits
Suzan Edwards
Offered Spring 2000

338 FC38b Techniques of Radio Astronomy
Equipment, techniques and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds and extragalactic objects. Prerequisite: PHY 214. Taught in alternate years with 337. **{N}** 4 credits
Ronald Snell at UMass
Offered Spring 2001

351 FC51a Astrophysics I: Stars and Stellar Evolution
Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits
David Van Blerkom at UMass
Offered Fall 1999, Fall 2000

352 FC52b Astrophysics II: Galaxies
Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the viral theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchroton radiation; accretion disks; supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits
James Lowenthal at UMass
Offered Spring 2000, Spring 2001

400 Special Studies
Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy and exobiology. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Suzan Edwards, Richard White.

Modern astronomers have a strong background in physics, mathematics and often other physical sciences, as well as in astronomy. They, like other scientists, use computers as one of their primary research tools. The astronomy major is designed to provide a program that will prepare a student to pursue a career in astronomy or a related scientific field. Those planning to become professional astronomers therefore are urged to double-major with physics. Especially well prepared students may enroll in graduate astronomy courses.

First-year students considering an astronomy major should enroll in AST 110 and PHY 115 in the fall semester and complete MTH 112 or 114 by the end of the first year.

Requirements: 48 credits, including 110 or 111 (normally); 224 or 225; PHY 115 and 116; and two astronomy courses at the 300 or higher level. In addition, there is a mathematics requirement that students may meet in one of three ways: (1) PHY 210 and 211; (2) MTH 222 and 225; or, for the classes of 2000 and 2001, (3) PHY 210 and two courses selected from MTH 211, 212, 222, 225 and PHY 211. The remaining courses may include 103 and 200 or higher level courses in astronomy or 200-level courses in physics.

The Minor

Advisers: Suzan Edwards, Richard White.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy or education, for students who wish to apply their astronomical backgrounds in a broader context that could include history of science, scientific writing or editing, or science education.

Requirements: 24 credits, including 110 or 111; 224 or 225; and PHY 115 and 116. The remaining courses may include 103 and 200 or higher level astronomy courses.

Honors

Directors: Suzan Edwards, Richard White.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: Same as for the major and 8 or 12 thesis credits in the senior year.

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640 Galactic and Extragalactic Astronomy
UMass 700 Independent Study
UMass 717 Plasma Astrophysics
UMass 730 Radio Astrophysics
UMass 731 Radio Astronomy
UMass 732 Numerical Techniques in Experimental Physics and Astronomy
UMass 741 The Interstellar Medium
UMass 746 Solar System Physics
UMass 748 Cosmology and General Relativity
UMass 843 Stellar Atmospheres

Biochemistry

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
Stylianos Scordilis, Ph.D. (Biological Sciences)

Professors
Philip D. Reid, Ph.D. (Biological Sciences)
George Fleck, Ph.D. (Chemistry)

Associate Professor
David Bickar, Ph.D. (Chemistry)

Assistant Professors
*[2]Christine White-Ziegler, Ph.D. (Biological Sciences)
Cristina Suarez, Ph.D. (Chemistry)

Lecturer
Lâle Aka Burk, Ph.D. (Chemistry)

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230, 231 and CHM 224 before the junior year.

252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230/231 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
Stylianos Scordilis
Offered Spring 2000, Spring 2001

253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. **{N}** 2 credits
To be announced
Offered Spring 2000, Spring 2001

CHM 335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224 or permission of the instructor, and MTH 112. **{N}** 4 credits
To be announced
Offered Fall 1999, Fall 2000

352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
David Bickar
Offered Fall 1999, Fall 2000

353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits
David Bickar
Offered Fall 1999, Fall 2000

CHM 357 Selected Topics in Biochemistry
Topic: Pharmacology and Drug Design
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. Offered in alternate years. **{N}** 3 credits
David Bickar
Offered Spring 2001

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

400d Special Studies
Variable credit (2 to 10) as assigned
Full-year course; offered each year

The Major

Students planning graduate study in biochemistry are advised to include PHY 115 and 116 in their program of study.

Requirements: BIO 111, 112, 230 and 231; CHM 111, 222, 223, 224, 332 or 335; BCH 252 and 253, 352 and 353. And either BIO 234 and 235 or BIO 346 and 347.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Honors

Director: David Bickar.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry, and an oral presentation of the honors research.

Biological Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Carl John Burk, Ph.D.
Stephen G. Tilley, Ph.D.
Philip D. Reid, Ph.D.
Robert B. Merritt, Ph.D., *Chair*
Margaret E. Anderson, Ph.D.
** [2]Richard F. Olivo, Ph.D.
Stylianos P. Scordilis, Ph.D.
Steven A. Williams, Ph.D.
Paulette Peckol, Ph.D.
Richard T. Briggs, Ph.D.

Associate Professor
* [2]Virginia Hayssen, Ph.D.

Adjunct Associate Professors
Thomas S. Litwin, Ph.D.
Leslie R. Jaffe, M.D.

Assistant Professors
*[1]Dany Adams, Ph.D.
** [2]Laura A. Katz, Ph.D.
* [2]Christine White-Ziegler, Ph.D.

Adjunct Assistant Professor
Gail E. Scordilis, Ph.D.

Lecturers
Mary Helen Laprade, Ph.D.
Betty A. McGuire, Ph.D.

Senior Laboratory Instructor
Graham R. Kent, M.Sc.

Laboratory Instructor
Esteban Monserrate, Ph.D.

The following six courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

102 Human Genetics
A study of human genetics at the level of molecules, cells, individuals and populations. Topics covered will include inheritance of complex characters, sex determination, chromosomal abnormalities, genetic diseases (Huntington disease, sickle cell anemia, Tay-Sach disease), genetic counseling, inbreeding. The course emphasizes problem solving and quantitative skills, and the weekly discussion sections focus on selected papers from the scientific and popular press. **{N}** 4 credits
Robert Merritt
Offered Spring 2000, Spring 2001

105 "Animals Without Backbones": Invertebrates and Human Society
The natural history of invertebrates and the ways their myriad lifestyles have impinged on human civilization for better or for worse. Some topics to be considered: insect biology, insect societies, food acquisition and food processing; symbioses; parasites and pests; patterns of growth, reproduction and development; color and color change; migrations; invertebrates in medicine, research, art and literature. A course in high school biology is strongly recommended. **{N}** 4 credits
Mary Laprade
Offered Spring 2000, Spring 2001

202 Horticulture
Theory and practice of plant cultivation in managed environments, including applications to plant conservation, annual and perennial flowers, bulbs, plant propagation, evergreen shrubs and trees, planting practices, hybridization, insects and

diseases. Laboratory (203) must be taken concurrently. {N} 3 credits
To be announced
Offered Fall 1999, Fall 2000

203 Horticulture Laboratory
Practical application of horticultural practices and techniques to include soil preparation, propagation, using common hand tools, bulb planting, identifying harmful insects and diseases. Horticulture (202) must be taken concurrently. {N}
1 credit
To be announced
Offered Fall 1999, Fall 2000

204 Horticulture
Continuation of 202. Includes study of house plants, epiphytes, vegetable gardening, herbs, deciduous trees and shrubs, design and planting plans, wildflowers and advanced plant propagation. Laboratory (205) must be taken concurrently. Prerequisite: 202. {N} 3 credits
To be announced
Offered Spring 2000, Spring 2001

205 Horticulture Laboratory
Continuation of 203. Includes seed treatments, plant identification, flower arranging, advanced plant propagation techniques, pruning, and installation of planting plans. Horticulture (204) must be taken concurrently. Prerequisite: 203. {N}
1 credit
To be announced
Offered Spring 2000, Spring 2001

BIO 111 and 112 or permission of the instructor is prerequisite for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology may apply that credit toward either 111 or 112. Students also may be exempted from 111 and/or 112 by passing the appropriate departmental placement examination. The distribution requirements for the major vary depending on whether students have taken 111 and/or 112 (see "The Major," following the department course listings).

111 Introduction to Biology
An introduction to the study of life at the level of cells and organs, including the molecular composition of living systems; the structure, function and metabolism of cells; and the organization and physiology of plant and animal systems. {N}
4 credits
Richard Briggs (Director), Graham Kent, Esteban Monserrate
Offered Fall 1999, Fall 2000

112 Introduction to Biology
An introduction to life at the organismal, population and community levels. Topics to be treated include genetics, evolution, biological diversity, and the ecology of populations and communities. Prerequisite: BIO 111 or permission of the course director. {N} 4 credits
Laura Katz (Director)
Robert Merritt, Betty McGuire, Graham Kent, Esteban Monserrate
Offered Spring 2000, Spring 2001

230 Cell Biology
The structure and function of cells. Topics include cytoarchitecture, organelles, membrane systems, regulatory and physiological mechanisms, motility and cellular differentiation. Students may not elect to take both BIO 230 and 236. Additional prerequisite: CHM 222. Laboratory (231) is optional. {N}
4 credits
Stylianos Scordilis
Offered Fall 1999, Fall 2000

231 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: BIO 230, which should be taken concurrently. {N} 1 credit
Stylianos Scordilis
Offered Fall 1999, Fall 2000

232 Genetics and Evolutionary Mechanisms
A course in transmission, population and evolutionary genetics. Topics will include gene interaction, quantitative inheritance, linkage and mapping, changes in chromosome number and structure, cytoplasmic inheritance, inbreeding, genetic drift, and selection. Discussion sections will focus on the analysis of complex problems in inheritance. Laboratory (233) is optional. {N} 4 credits
Robert Merritt
Offered Fall 1999, Fall 2000

233 Genetics and Evolutionary Mechanisms Laboratory
A laboratory course designed to complement the lecture material in 232. Basic techniques of gene mapping in *Drosophila*, fungi, bacteria and viruses, as well as molecular techniques for the study of genetic variation, will be covered in independent and group projects. Additional prerequisite: BIO 232, which should be taken concurrently. {N} 1 credit
Robert Merritt
Offered Fall 1999, Fall 2000

234 Molecular Biology
An introduction to the basic principles of molecular biology stressing the connections between molecular biology, genetics and cell biology. Topics will include DNA and RNA structure, chromosome structure, transcription, translation, the genetic code, recombinant DNA analysis, DNA replication, gene organization, mutation, DNA repair, regulation of gene expression, RNA processing, recombination and mobile genetic elements, gene regulation in development, and the molecular biology of cancer. Additional prerequisites: BIO 230, 232 or 236. Laboratory 235 is optional. {N} 4 credits
Steven Williams
Offered Spring 2000, Spring 2001

235 Molecular Biology Laboratory
A laboratory course designed to complement the lecture material in 234. The basic techniques of molecular biology will be learned in the context of solving molecular biology problems. These methods will include DNA isolation, DNA synthesis, recombinant DNA methodology, transformation, DNA sequencing, Southern blot analysis, DNA labeling, and computer analysis of DNA sequences. Additional prerequisite: BIO 234, which should be taken concurrently. {N} 1 credit
Steven Williams
Offered Spring 2000, Spring 2001

236 Cell Physiology
Survey of fundamental cell processes. Topics are presented in the context of cell evolution; examples will be drawn from both single-celled organisms and multicellular animals and plants. Lectures focus on cell structures and the mechanisms underlying important cell functions, including transcription and translation, energy transduction, motility, signaling, apoptosis and reproduction. Students may not elect to take both BIO 230 and 236. Laboratory (237) is highly recommended but not required. {N} 4 credits
Dany Adams
Offered Spring 2000, Spring 2001

237 Cell Physiology Laboratory
This lab provides the opportunity to observe and manipulate cells so as to better understand the processes covered in lecture. During the first half of the semester students will learn to use certain organisms and certain techniques; the latter half is devoted to student-designed experiments. Techniques taught include: bright field, phase contrast, fluorescence, confocal, and time-lapse videomicroscopy, and dark room techniques. Additional prerequisite: BIO 236, which should be taken concurrently. {N} 1 credit
Dany Adams
Offered Spring 2000, Spring 2001

240 Plant Biology
Plant structure and function at the cellular, organismal and community levels; survey of the plant kingdom. Laboratory (241) is optional. {N} 4 credits
Philip D. Reid
Offered Fall 1999, Fall 2000

241 Plant Biology Laboratory
Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. A student-designed research project is included. Additional prerequisite: BIO 240, which should be taken concurrently. {N} 1 credit
Philip D. Reid
Offered Fall 1999, Fall 2000

242 Invertebrate Zoology
The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast may be scheduled. Laboratory (243) must be taken concurrently. **{N}** 4 credits
Mary Laprade
Offered Fall 1999, Fall 2000

243 Invertebrate Zoology Laboratory
Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding and other invertebrate behaviors. BIO 242 must be taken concurrently. **{N}** 1 credit
Mary Laprade
Offered Fall 1999, Fall 2000

244 Vertebrate Biology
A review of the evolutionary origins, adaptations and trends in the biology of vertebrates. Laboratory (245) is optional. **{N}** 4 credits
Betty McGuire
Offered Spring 2000, Spring 2001

245 Vertebrate Biology Laboratory
An anatomical exploration of the evolutionary origins, adaptations and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. **{N}** 1 credit
Virginia Hayssen
Offered Spring 2000, Spring 2001

250 Plant Physiology
Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Additional prerequisite: CHM 111 or 115. Laboratory (251) is optional. **{N}** 4 credits
Philip D. Reid
Offered Spring 2000, Spring 2001

251 Plant Physiology Laboratory
Processes which are studied include photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Emphasis is on individual research projects. Additional prerequisite: BIO 250, which should be taken concurrently. **{N}** 1 credit
Philip D. Reid
Offered Spring 2000, Spring 2001

254 Microbiology: Bacteria and Viruses
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses. Additional prerequisite: CHM 111 or 115. Laboratory (255) must be taken concurrently. **{N}** 3 credits
Christine White-Ziegler
Offered Spring 2000, Spring 2001

255 Microbiology: Bacteria and Viruses Laboratory
Experiments in this course explore the morphology, physiology, biochemistry and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 254 must be taken concurrently. **{N}** 2 credits
Christine White-Ziegler
Offered Spring 2000, Spring 2001

256 Animal Physiology
Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111 or 118. Laboratory (257) is optional. **{N}** 4 credits
Margaret Anderson
Offered Fall 1999, Fall 2000

257 Animal Physiology Laboratory
Experiments will be carried out both to demonstrate the concepts presented in lecture and to illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: BIO 256, which should be taken concurrently. {N} 1 credit
Margaret Anderson
Offered Fall 1999, Fall 2000

260 Principles of Ecology
Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261) is optional. A weekend field trip will be included for students not enrolled in laboratory. {N} 4 credits
Stephen Tilley
Offered Fall 1999, Fall 2000

261 Principles of Ecology Laboratory
Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Additional prerequisite: BIO 260, which should be taken concurrently. {N} 1 credit
Stephen Tilley
Offered Fall 1999, Fall 2000

262 Evolution and Biological Diversity
The processes of organic evolution and their relation to patterns in the adaptation and diversification of organisms. The course expands on the basic concepts of population genetics introduced in 232 and treats the nature of adaptation, the nature and formation of species, the reconstruction of phylogenies, the theory and practice of classifying organisms, and the interpretation of major macroevolutionary patterns. It includes a Saturday field trip to the American Museum of Natural History in New York City. Additional prerequisite: BIO 232. {N} 4 credits
Stephen Tilley
Offered Spring 2000, Spring 2001

264 Marine Ecology
Patterns and processes of marine habitats (rocky intertidal, salt marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. Prerequisite: BIO 112, GEO 108 or permission of the instructor. Enrollment limited to 28. Laboratory (265) must be taken concurrently. {N} 4 credits
Paulette Peckol
Offered Fall 1999, Fall 2000

265 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: BIO 264, which should be taken concurrently. Two weekend field trips. {N} 1 credit
Paulette Peckol, Esteban Monserrate
Offered Fall 1999, Fall 2000

266 Plant Systematics
Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267) must be taken concurrently. {N} 3 credits
John Burk
Offered Spring 2000, Spring 2001

267 Plant Systematics Laboratory
Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. BIO 266 must be taken concurrently. {N} 1 credit
John Burk
Offered Spring 2000, Spring 2001

268 Microbiology: Eukaryotes
Eukaryotes, cells with nuclei, have lived on the earth for roughly two billion years. This course focuses on the bizarre and diverse world of microbial eukaryotes (protists), excluding the relatively recent eukaryotic lineages of plants, animals and fungi. Emphasis is on the origin and diversification of eukaryotes, and on the numerous diseases caused by these microorganisms. Laboratory (269) must be taken concurrently. {N} 4 credits
Laura Katz
Offered Fall 1999, Fall 2000

269 Microbiology: Eukaryotes Laboratory
The laboratory will allow students to observe microbial eukaryotes and learn techniques for experimentation with these organisms. Students will also be required to do an independent project. A one-day field trip is scheduled. BIO 268 must be taken concurrently. {N} 1 credit
Laura Katz
Offered Fall 1999, Fall 2000

320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans. The cellular, molecular, metabolic and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, tuberculosis, cancer, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Prerequisites: BIO 230 and 231. {N} 4 credits
Stylianos Scordilis
Offered Fall 2000

330 Neurophysiology
The function of nervous systems. Topics include the cell biology of neurons, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 230, or 256/257, or a 200-level neuroscience course (PSY 211, 212, 222) and a semester of chemistry. Laboratory (331) must be taken concurrently. {N} 4 credits
Richard Olivo
Offered Spring 2000, Spring 2001

331 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including a short lab project in the second half of the semester. BIO 330 must be taken concurrently. {N} 1 credit
Richard Olivo
Offered Spring 2000, Spring 2001

332 Histology
A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function and arrangement into organs. Additional prerequisite: BIO 230 or 236. Laboratory (333) is optional but strongly recommended. {N} 4 credits
Richard Briggs
Offered Fall 1999, Fall 2000

333 Histology Laboratory
An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: six students. Additional prerequisite: BIO 332, which should be taken concurrently. {N} 1 credit
Richard Briggs
Offered Fall 1999, Fall 2000

336 Introduction to Biological Fine Structure
Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: BIO 230 or 236. Laboratory (337) must be taken concurrently. Enrollment limited to six. {N} 3 credits
Richard Briggs
Offered Spring 2000, Spring 2001

337 Introduction to Biological Fine Structure Laboratory
Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission of electron microscopes, and associated photographic processes. Independent projects are emphasized. BIO 336 must be taken concurrently. {N} 2 credits
Richard Briggs
Offered Spring 2000, Spring 2001

338 Morphology of Algae and Fungi
Morphology, life cycles, phylogeny, physiology and ecology of algae and fungi. Emphasis placed on the use of algae and fungi in research, as well as their economic and medical importance. Additional prerequisite: a 200-level course in botany or permission of the instructor. Laboratory (339) must be taken concurrently. Enrollment limited to

12. {N} 4 credits
Paulette Peckol
Offered Spring 2001

339 Morphology of Algae and Fungi Laboratory
The laboratory will focus on concepts discussed in lecture and will include a small, independent project. A weekend field trip is included. BIO 338 must be taken concurrently. {N} 1 credit
Paulette Peckol
Offered Spring 2001

342 Molecular Biology of Eukaryotic Systems
The molecular biology of eukaryotes and their viruses. Topics will include eukaryotic chromosome structure and organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, molecular evolution, methods for studying human genes, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a term paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Additional prerequisite: BIO 234. Laboratory (343) is optional. {N} 4 credits
Steven Williams
Offered Fall 1999, Fall 2000

343 Molecular Biology of Eukaryotic Systems Laboratory
A laboratory course designed to complement the lecture material in 342. Advanced techniques used to study the molecular biology of eukaryotic systems will be learned in the context of an individualized project chosen in conjunction with the instructor. These methods will include cDNA library construction, DNA sequence analysis, Northern blot analysis, RT-PCR, pulsed-field gel electrophoresis, *in vitro* mutagenesis and others. Enrollment limited to 16. Additional prerequisite: BIO 235 and 342, which should be taken concurrently. {N} 1 credit
Steven Williams
Offered Fall 1999, Fall 2000

344 Immunology
An introduction to the immune system; molecular, cellular and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies and immunopathology. Additional prerequisite: BIO 230 or 236. Recommended: BIO 232 or 234 and 254/255. Laboratory (345) is optional. {N} 4 credits
Christine White-Ziegler
Offered Fall 1999

345 Immunology Laboratory
Immunological techniques used in immune diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA, agglutination reactions, and neutralization of viral particles by antibodies. BIO 344 is a prerequisite or must be taken concurrently. Enrollment limited to 16 students. {N} 1 credit
Christine White-Ziegler
Offered Fall 1999

346 Developmental Biology
A study of the twin processes of differentiation and morphogenesis by which a single cell develops into a multicellular organism. Exploration of the experimental foundation of important ideas, with illustrations from the genetics and embryology of model organisms. Prerequisite: a course in cell biology or molecular genetics. Laboratory (347) is optional but recommended. {N} 4 credits
Dany Adams
Offered Fall 2000

347 Developmental Biology Laboratory
Observation, analysis and manipulation of various phenomena in the development of both plants and animals. Classic and modern techniques. Lecture 346 must be taken concurrently. {N} 1 credit
Dany Adams
Offered Fall 2000

348 Molecular Physiology
A study of metabolism and metabolic regulation in cells, with emphasis on biochemical and biophysical controls. Special topics: hormone action, membrane transport, blood clotting mechanisms, anemias and glycogen-storage diseases. Additional prerequisites: BIO 230 and CHM 223. Offered in

alternate years. {N} 4 credits
Stylianos Scordilis
Offered Fall 1999

350 Biogeography
A study of major patterns of distribution of life and of the environmental and historical factors determining these patterns. Prerequisite: any two courses in ecology or systematics. {N} 4 credits
John Burk, Mary Laprade
Offered Spring 2000

352 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Additional prerequisite: BIO 242/243, 244, 262, or a statistics course or permission of the instructor. Laboratory (353) is optional. {N} 4 credits
Betty McGuire
Offered Fall 1999, Fall 2000

353 Animal Behavior Laboratory
Research design and methodology for field and laboratory studies of animal behavior. Additional prerequisite: BIO 242/243, 244, 262, a statistics course or permission of the instructor. {N} 1 credit
Virginia Hayssen
Offered Fall 1999, Fall 2000

356 Plant Ecology
A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357) must be taken concurrently. {N} 3 credits
John Burk
Offered Fall 1999, Fall 2000

357 Plant Ecology Laboratory
Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. BIO 356 must be taken concurrently. {N} 1 credit
John Burk
Offered Fall 1999, Fall 2000

Cross-listed and Interdepartmental Courses

BCH 252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes and regulation. Prerequisites: BIO 230 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. {N} 3 credits
Stylianos Scordilis
Offered Spring 2000, Spring 2001

BCH 253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. {N} 2 credits
To be announced
Offered Spring 2000, Spring 2001

ESS 215 Physiology of Exercise
A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. {N} 4 credits
James Johnson

EVS 300 Seminar in Environmental Science
Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental sciences minor or by permission of the instructor. {S/N} 4 credits
Elizabeth Farnsworth

GEO 231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: GEO 111, or GEO 108; open without prerequisite to majors in biological sciences. **{N}** 4 credits
Allen Curran

GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis
An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E) **{N}** 1 credit
Richard Briggs, John Brady (Geology), Robert Newton (Geology)

MTH 245 Introduction to Probability and Statistics
An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15.
4 credits
Katherine Halvorsen (Mathematics), Stephen Tilley

PPL 303 Public Policy for Marine and Coastal Resources
The nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics include marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: PPL 220 or permission of the instructors. Alternates with BIO 364, Topics in Environmental Biology. 4 credits
John Burk, Allen Curran (Geology)
Offered Spring 2001

PSY 311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: PSY 180 or PSY 211, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to eight. **{N}** 4 credits
Stefan Bodnarenko

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

Seminars

360 Topics in Molecular Biology
{N} 3 credits

Molecular Biology of Parasitic Diseases
The application of molecular biology to the study of human parasites that cause malaria, river blindness, sleeping sickness, elephantiasis and others. Current research focusing on genome projects, vaccine development, drug design and DNA-based diagnosis will be highlighted. Prerequisite: BIO 234.
Steven Williams
Offered Spring 2000

Molecular Control of Human Development
This seminar will explore the molecular control of human development, from fertilization to old age. To create a context for understanding genetic and hormonal regulation, we will begin with a survey of human embryology and postnatal development. Following this introduction, students will educate each other about control of important processes. Possible topics include fertilization; birth control; ectopic pregnancy; sex determination; pattern formation and homeotic genes; teratogenesis; drugs and birth defects; maternal-fetal disease transmission; puberty; menstruation; pregnancy in older women; aging; cloning. The ultimate choice of topics will be determined by student interest. Prerequisite: BIO 230 or 236.
Dany Adams
Offered Spring 2001

364 Topics in Environmental Biology
Topic: Biology and Geology of Coral Reefs—Past, Present and Future
Coral reefs occupy a relatively small portion of the earth's surface, but their importance to the marine ecosystem is great. This seminar will examine coral reefs in terms of their geologic importance, both past and present, and their ecological interactions. Emphasis will be placed on the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, entrophication, overfishing). Prerequisite: permission of the instructor. **{N}** 3 credits
Paulette Peckol
Offered Spring 2000

366 Topics in Cellular Biology
Topic: Emerging Infectious Diseases
This course will examine the recent explosion in infectious diseases. New pathogens such as *E. coli* 0157:H7 and the Ebola virus have recently been identified, while existing pathogens such as *Mycobacterium tuberculosis* have made striking comebacks, often as multiple-drug resistant strains. Specific emphasis on the molecular basis of virulence in a variety of organisms will be addressed along with the epidemiology of the diseases they cause. Prerequisite: BIO 234 or 254. Recommended: BIO 344. **{N}** 3 credits
Christine White-Ziegler
Offered Spring 2001

368 Topics in Evolutionary Biology
Topic: "Molecules from History and History from Molecules"
This seminar will explore the field of molecular evolution from two perspectives. First, we will look at how molecular data have shaped our understanding of the history of organismal diversity. Specific topics will include phylogenetic reconstruction, conservation genetics and inferring the relative role of evolutionary forces. The second perspective is on the evolution of molecules themselves, focusing on the "RNA world" and the evolution of genomes. Emphasis will be on readings from the primary literature and on an independent research project. Prerequisite: BIO 232, 234, or 262 or permission of the instructor. **{N}** 3 credits
Laura Katz
Offered Spring 2000

The Major

Advisers: Students should choose their advisers, according to their interests, from the department faculty, with the exception that the chair of the Board of Pre-Health Advisers does not serve as a major adviser.

Adviser for Study Abroad: John Burk.

Prospective majors should take CHM 111 and BIO 111 and 112 as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses. Students who complete 204 and 205 may be granted four credits toward the major. Students who take one of the other courses designated for nonmajors (100, 102, 104, 105) before enrolling in 111 or 112 may count it as an elective course in the major.

Basis: 111 and 112, CHM 111.

Distribution: four of the following courses, one from each of four fields (laboratory courses are listed where they are required to be taken concurrently with the associated lecture course):
A. Cell biology: 230, 236.
B. Genetics: 232, 234.
C. Physiology: 250, 254/255, 256.
D. Organismal biology: 240, 242/243, 244/245, 268/269.

E. Evolutionary biology: 262, 266/267.
F. Ecology: 260, 264/265.

Biological sciences majors who wish to use Advanced Placement credit in biology should elect one of the following options:
1. 111 and five distribution courses, including one each from fields D, E and F.
2. 112 and five distribution courses, including one each from fields A, B and C.
3. one course from each of the six distribution fields.

Advanced courses: At least seven credits at the 300 level, which must include a laboratory course from the department's offerings; only one seminar may count toward the advanced course requirement.

Laboratory courses: At least four laboratory courses, above the basis and including one at the 300 level, must be taken from the department's offerings.

Additional requirements: A total of 48 credits is required for the major. For students who elect to use AP credit in biology instead of completing BIO 111, only 44 credits are necessary. Electives may be any courses acceptable for the major. Up to five credits of Special Studies may be counted among the electives but may not count either toward the laboratory requirement or toward the advanced-level credit requirement. In addition, satisfactory completion of a senior research paper is required. This will ordinarily be done in conjunction with a 300-level course but may result from an Honors, Special Studies or other independent research project.

Up to four credits in the major may be acquired from among the following: CHM 222, CHM 223.

The Minor

Advisers: The advisers listed as major advisers will also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111, 112 and one 300-level course. No more than one course designed primarily for nonmajors may be included.

Honors

Director: Virginia Hayssen.

Basis: the same as that for the major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431 or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See pp. 274–275.

Neuroscience

See pp. 294–295.

Graduate

Adviser: Steven A. Williams.

507 Seminar on Recent Advances and Current Problems in the Biological Sciences
Selected topics for reading and individual reports.
3 credits

Members of the Department
Offered both semesters each year

510 Advanced Studies in Molecular Biology
3 to 5 credits
Members of the Department
Offered both semesters each year

520 Advanced Studies in Botany
3 to 5 credits
Members of the Department
Offered both semesters each year

530 Advanced Studies in Microbiology
3 to 5 credits
Members of the Department
Offered both semesters each year

540 Advanced Studies in Zoology
3 to 5 credits
Members of the Department
Offered both semesters each year

550 Advanced Studies in Environmental Biology
3 to 5 credits
Members of the Department
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any department, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics and biology. Other courses often recommended include vertebrate biology, genetics, developmental biology, biochemistry, mathematics through calculus, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser and inquire as early as possible about the requirements of the schools of their choice in order to plan their programs appropriately.

Names of prehealth advisers and other information may be obtained from the Career Development Office or from Margaret E. Anderson, chair of the Board of Pre-Health Advisers.

Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
** [1]George Morrison Fleck, Ph.D.
Thomas Hastings Lowry, Ph.D.
†[2]Robert G. Linck, Ph.D., *Chair*

Visiting Professor
David Holah, Ph.D.

Associate Professor
David Bickar, Ph.D.

Assistant Professor
Cristina Suarez, Ph.D.

Visiting Assistant Professor
Daniela Kohen, Ph.D.

Lecturer and Laboratory Supervisor
Lâle Aka Burk, Ph.D.

Senior Laboratory Instructor and Laboratory Supervisor
Virginia White, M.A.

Research Associates
Richard E. Morel
Richard M. Neumann

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112 or MTH 114 and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5. Students entering with strong preparation in chemistry should elect 111, Section II or 118.

100 The World Around Us
A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion and demonstrations. **{N}** 4 credits
To be announced
Offered Spring 2000, Spring 2001

111a Chemistry I: General Chemistry

Section I
An introductory course dealing with atomic and molecular structure and properties and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. **{N}** 5 credits
Robert Linck, Virginia White
Offered Fall 1999, Fall 2000

Section II
A course dealing with atomic and molecular structure and properties and a detailed treatment of chemical reactions. For students with stronger preparation in chemistry. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 16 per lab section. **{N}** 5 credits
Cristina Suarez, Virginia White
Offered Fall 1999, Fall 2000

118 Advanced General Chemistry
This course is designed for students with a very strong background in chemistry. The elementary theories of stoichiometry, atomic structure, bond-

ng, structure, energetics and reactions will be quickly reviewed. The major portions of the course will involve a detailed analysis of atomic theory and bonding from an orbital concept, an examination of the concepts behind thermodynamic arguments in chemical systems, and an investigation of chemical reactions and kinetics. Examples will include concepts from materials science (solid state chemistry, polymers), and the chemistry of the atmosphere. Project-based laboratory. The course is designed to prepare students for CHM 222/223 as well as act as a replacement for CHM 224. A student who passes 118 cannot take either 111 or 224. Enrollment limited to 18. {N} 5 credits
Robert Linck
Offered Fall 1999, Fall 2000

150 Environmental Chemistry
An introduction to environmental chemistry, dealing with topics such as conservation of energy, conservation of resources, nutrition, greenhouse effect, ozone layer, acid rain, pesticides and smog. Prerequisite: 111 or the equivalent. An additional college-level course in science or public policy is strongly recommended. Offered in alternate years. {N} 4 credits
To be announced
Offered Spring 2000

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. Structure, nomenclature, and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes and cycloalkanes. Prerequisite: 111. Enrollment limited to 16 per lab section. {N} 5 credits
Thomas Lowry, Lâle Burk
Offered Spring 2000, Spring 2001

223 Chemistry III: Organic Chemistry
The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. {N} 5 credits
Thomas Lowry, Lâle Burk
Offered Fall 1999, Fall 2000

224 Chemistry IV: Bonding, Structure and Energetics
Coordination chemistry of the transition metals, lanthanides and actinides. Solid-state chemistry. Metals, semi-metals and non-metals. Quantum chemistry, molecular symmetry, mass-action theory, and an introduction to chemical thermodynamics. Prerequisite: 223 or permission of the instructor. Enrollment limited to 18 per lab section. {N} 5 credits
Robert Linck, Virginia White
Offered Spring 2000, Spring 2001

226 Synthesis
Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223. {N} 3 credits
David Bickar
Offered Spring 2000, Spring 2001

241j How NMR Really Works
Introduction to the concepts underlying pulsed Fourier Transform nuclear magnetic resonance. Topics include behavior of nuclear spins in a magnetic field, the effect of radiofrequency pulses, the rotating frame, the Fourier Transform, nuclear spin relaxation and interpretation of spectra. Lecture, instrument demonstration and laboratory exercise. Prerequisite: a knowledge of NMR Spectroscopy at the level covered in CHM 222 and 223. 1 credit.
Thomas Lowry
Offered January 2000

323 Organic Mechanisms
Concepts of reaction mechanism are used to establish relationships among various organic reactions and to interpret chemical properties in terms of molecular structure. Prerequisites: 223 and 335 or 331, which may be taken concurrently. Offered in alternate years. {N} 3 credits
Thomas Lowry
Offered Fall 1999

328 Bio-Organic Chemistry
The function, biosynthesis and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alka-

loids, nature's pigments, molecular messengers, and defense chemicals. Prerequisite: 223. Offered in alternate years. {N} 3 credits
Lâle Burk
Offered Spring 2000

331 Physical Chemistry
The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: 224 and MTH 112 or MTH 114. MTH 212 or PHY 210, and PHY 115 are strongly recommended. {N} 4 credits
Cristina Suarez
Offered Fall 1999, Fall 2000

332 Physical Chemistry
The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria and electrochemistry. Prerequisite: 331. {N} 5 credits
Cristina Suarez
Offered Spring 2000, Spring 2001

335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor, and MTH 112. {N} 4 credits
To be announced
Offered Fall 1999, Fall 2000

338 Molecular Spectroscopy
This course will provide an introduction to the fundamentals of molecular spectroscopy. It is designed to provide an understanding of mathematical formulations, electronic and optical elements and experimentally determined parameters related to the study of molecular systems. Spectroscopic techniques covered will include vibrational and rotational spectra, electronic spectra, Raman spectroscopy, nuclear magnetic resonance spectroscopy and others. Prerequisite: CHM 331; PHY 115 is strongly recommended. Offered in alternate years. {N} 4 credits
Cristina Suarez
Offered Spring 2000

347 Instrumental Methods of Analysis
A laboratory-oriented course involving spectroscopic, chromatographic and electrochemical methods for the quantitation, identification and separation of species. Investigation of environmental, nutritional, pharmaceutical, biological and geological samples. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. {N/M} 5 credits
George Fleck, Virginia White
Offered Fall 1999, Fall 2000

357 Selected Topics in Biochemistry
Topic: Pharmacology and Drug Design
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352 or permission of the instructor. Offered in alternate years. {N} 3 credits
David Bickar
Offered Spring 2001

363 Advanced Inorganic Chemistry
Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital theory of main compounds, and organometallic compounds. Prerequisite: 331. {N} 4 credits
Robert Linck
Offered Spring 2000, Spring 2001

395 Advanced Chemistry
A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state, and reactivity. Prerequisite: 331. Offered in alternate years. {N} 4 credits
To be announced
Offered Fall 1999

Cross-listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 352 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
David Bickar
Offered Fall 1999, Fall 2000

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits
David Bickar
Offered Fall 1999, Fall 2000

400 Special Studies
1 to 4 credits as assigned
Offered both semesters each year

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Virginia White.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212 or 211 in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (400, 430 or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111, 222, 223, 224, 226, 331, 332, 347, 363 and a further six credits in chemistry, toward which four credits from the research courses 400, 430 or 432 may be counted. Courses fulfilling the major requirements may not be taken with the S/U option.

The Minor

Advisers: Members of the Department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111, 222, 223 and 224 (118 may replace 111 and 224 but only counts as five credits). Special Studies 400 normally may not be used to meet the requirements of the minor. Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: Thomas Lowry.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Justina Winston Gregory, Ph.D.

Visiting Professor
Mark Morford, Ph.D.

Associate Professors
Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)
Nancy J. Shumate, Ph.D., *Chair*
†[1]Scott A. Bradbury, Ph.D.

Assistant Professor
Maureen Ryan, Ph.D.

Majors are offered in Greek, Latin, classics and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome (see p. 15).

Students planning to major in classics are advised to take relevant courses in other departments such as art, English, history, philosophy and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100d Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. **{F}** 8 credits
Maureen Ryan
Full-year course; offered each year

GRK 212 Attic Prose and Drama
Prerequisite: 100d. **{L/F}** 4 credits
Thalia Pandiri
Offered Fall 1999, Fall 2000

GRK 213 Homer, *Iliad* or *Odyssey*
Prerequisite: 212 or permission of the instructor.
{L/F} 4 credits
Thalia Pandiri
Offered Spring 2000, Spring 2001

GRK 310 Advanced Readings in Greek Literature
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213 or permission of the instructor.

Selected Dialogues of Plato
{L/F} 4 credits
Thalia Pandiri
Offered Fall 1999

Topic to be announced
4 credits
To be announced
Offered Spring 2000

Topic to be announced
4 credits
To be announced
Offered Fall 2000

Topic to be announced
4 credits
To be announced
Offered Spring 2001

GRK 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek. 4 credits
Offered both semesters each year

Graduate

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Justina Gregory.

See also REL 287: Greek Religious Texts.

Latin

LAT 100d Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester. **{F}** 8 credits
Nancy Shumate, Justina Gregory
Full-year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry
Reading of Apuleius' Tale of Cupid and Psyche, from his novel *The Golden Ass*. Place of this work in the development of the genre. Ongoing review of grammar. Prerequisite: LAT 100d or the equivalent. **{L/F}** 4 credits
Nancy Shumate
Offered Fall 1999, Fall 2000

LAT 213 Introduction to Virgil's *Aeneid*
Prerequisite: 212 or permission of the instructor. **{L/F}** 4 credits
Maureen Ryan
Offered Spring 2000, Spring 2001

LAT 214 Medieval Latin
Selected readings from prose and poetry by a wide range of authors, from the third century to the 14th. Emphasis on the individual in society, through the study of first-person narratives, confessions, letters, inquisition records. Prerequisite: a 200-level course in Latin or the equivalent. **{L/F}** 4 credits
To be announced
Offered Fall 2000

LAT 215 Roman Historians
Selections from Livy, Sallust and Tacitus, with a focus on the intersection of historiography and ideology; the construction of the Roman national character; the deployment of ethical exemplars. Prerequisite: a 200-level course in Latin or the equivalent. **{L/F}** 4 credits
Maureen Ryan
Offered Fall 1999

LAT 330 Advanced Readings in Latin Literature
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: two courses at the 200 level or permission of the instructor. 4 credits

Roman Letters
Maureen Ryan
Offered Fall 1999

Topic to be announced
Mark Morford
Offered Spring 2000

Topic to be announced
To be announced
Offered Fall 2000

Topic to be announced
To be announced
Offered Spring 2001

LAT 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits
Offered both semesters each year

Graduate

LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level courses currently offered. 4 credits
Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate.

Classics in Translation

CLS 190 The Trojan War
The Trojan War is the first conflict to be memorialized in Greco-Roman literature—"the war to start all wars." For Homer and the poets who came after him it raised such questions as: What justifies going to war? What is the cost of combat and the price of glory? How does war affect men, women and children, winners and losers? We will look first at the "real" Troy of the archaeological record, then focus on imaginary Troy as represented by Homer, Aeschylus, Euripides, Virgil, Ovid and Seneca. **{L/A} WI** 4 credits
Justina Gregory
Offered Spring 2000

CLS 227 Classical Mythology
The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on the influence of classical mythology on later art and literature. **{L/A}** 4 credits
Mark Morford
Offered Fall 1999, Fall 2000

CLS 230 The Historical Imagination
Topic: Images of the Other in Ancient Greece.
Socrates is reported to have said that he owed thanks to Fortune for three things: that he had been born a human being and not a beast; that he had been born a man and not a woman; and that he had been born a Greek and not a barbarian. This course will consider the development and transformation of images of the Other in Greek literature. Topics will include women, slaves and barbarians; image and reality; nature and culture; questioning stereotypes. **{L/H}** 4 credits
Justina Gregory
Offered Fall 2000

CLS 232 Paganism in the Greco-Roman World
An introduction to the varieties of pagan religious experience in the Mediterranean world from the fifth century B.C.E. to the fourth century C.E. Topics will include traditional cult practices, sacrifice, festivals, mystery religions, and the philosophical critique of traditional religious practices. Attention also to the interaction of paganism with Christianity. **{L/H}** 4 credits
Scott Bradbury
Offered Spring 2001

CLS 233 Gender and Sexuality in Greco-Roman Culture
The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. **{L/H}** 4 credits
Nancy Shumate
Offered Spring 2000

CLS 234 Rites of Passage
How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the Homeric *Hymn to Demeter*, Alcman's *Parthenieon*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Eliza-

beth Bowen, Philip Larkin. {L} 4 credits
Justina Gregory
Offered Fall 1999

CLS 236 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. {L/H} 4 credits
Nancy Shumate
Offered Spring 2001

Cross-listed and Interdepartmental Courses

CLT 221 Studies in Comedy
{L} 4 credits
Thalia Pandiri
Offered Fall 1999

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. Offered in alternate years. {L} 4 credits
Thalia Pandiri
Offered Spring 2000

The Major in Greek, Latin or Classics

Advisers: Members of the Department.

Adviser for Study Abroad: Thalia Pandiri.

Basis: in Greek, 100d; in Latin, 100d or 111; in classics, Greek 100d and Latin 100d or 111.

Requirements: in Greek, eight four-credit courses in the language in addition to the basis; in Latin, eight four-credit courses in the language in addition to the basis; in classics, eight four-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the Department.

Basis: GRK 100d or LAT 100d or 111 (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200 level or above) or LAT (200 level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI) and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser, courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the

200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the Department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the Department.

Requirements: six four-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics or Classical Studies

Director: Justina Gregory.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: the same as those for the major, with the addition of a thesis (431), to be written over the course of one (431) or two (430d) semesters, and an examination in the general area of the thesis.

Graduate Courses in Greek, Latin or Classics

590d Research and Thesis
8 credits
Full-year course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

Comparative Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Ann Rosalind Jones, Ph.D. (Comparative Literature), *Director*

Professors

David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

*[1]Maria Banerjee, Ph.D. (Russian Language and Literature)

Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)

Lawrence Joseph, Ph.D. (French Language and Literature)

§[2]Alfonso Procaccini, Ph.D. (Italian Language and Literature)

*[1]Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)

Associate Professors

Craig R. Davis, Ph.D. (English Language and Literature)

Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

§[1]Janie Vanpée, Ph.D. (French Language and Literature)

§[1, **2]Anna Botta, Ph.D. (Italian Language and Literature)

Assistant Professors

†[1]Luc Gilleman, Ph.D. (English Language and Literature)

*[1]Eric Graf, Ph.D. (Spanish and Portuguese)

†[2]Ambreen Hai, Ph.D. (English Language and Literature)

Sabina Knight, Ph.D. (East Asian Languages and Literatures)

Reyes Lázaro, Ph.D. (Spanish and Portuguese)

†[1]Paula Varsano, Ph.D. (East Asian Languages and Literatures)

Gwendolen M. Carter Lecturer in African and Comparative Literature

Katwiwa Mule, M.A.

A comparative study of literature in two languages, one of which may be English.

GLT 291 Western Classics in Translation, from Homer to Dante

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Prerequisite: 291.

(See p. 365.) An interdepartmental course, GLT 291 is a prerequisite for the senior seminar; students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of an AP score of 4 or 5 and first-year students with an SAT or English achievement score of 710 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, at or above the level specified for entry into the major, or permission of the instructor.

In all comparative literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

221 Studies in Comedy
The forms and functions of western comic drama from Athens in the fifth century B.C. to North America in the present. How does comic drama reflect the politics and social mores of its time? To what extent is it conservative or subversive? What is funny, to whom? Primary texts will be supplemented by readings on the theory of comedy. Plays by authors such as Aristophanes, Euripides, Plautus, Terence, Shakespeare, Jonson, Machiavelli, Molière, Jarry, Orton, Churchill. Some viewing during class hours; additional viewing time may be arranged. **{L}**
Thalia Pandiri
Offered Fall 1999

223 Forms of Autobiography
4 credits

Women's Autobiographies in Russia and the West
A study of women's autobiographies from the 18th to the 20th century. The course will examine the historical and cultural contexts as well as issues of gender, class, race, disguise, etc. Works by Ekaterina Dashkova, Nadezhda Durova, Virginia Woolf, Marina Tsvetaeva, Maxine Hong Kingston and Maya Angelou. **{L/H}**
Alexander Woronzoff-Dashkoff (Russian Language and Literature)
Offered Fall 1999

To be announced
To be announced
Offered Fall 2000

235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten and transformed them. Some attention to oral story-telling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. **{L}** 4 credits
Elizabeth Harries
Offered Spring 2000

237 Travellers' Tales
How do we describe the places we visit? How do both guidebooks and the reports of earlier travellers structure the journeys we take ourselves? Can we ever come to know the "real Italy," the "real India," or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Mary McCarthy, V.S. Naipaul, Roland Barthes, Bruce Chatwin and others. **{L}** 4 credits
Michael Gorra
Offered Fall 1999

267 African Women's Drama
This course will examine how African women playwrights use drama to confront the realities of women's lives in contemporary Africa. We will consider the following questions: What is the specificity of the vision unveiled in African women's drama? How do the playwrights use drama to mock rigid power structures and confront crisis, instability and cultural expression in postcolonial Africa? How and for what purposes do they interweave the various aspects of performance in African oral traditions with elements of European drama? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo's *Anowa*, Osonye Tess Onwueme's *Tell It to Women: An Epic Drama for Women*, and Penina Mlama's *Nguzo Mama (Mother Pillar)*. (E) **{L}** 4 credits
Katwiwa Mule
Offered Fall 1999

305 Studies in the Novel
{L} 4 credits

Novels about Novels
A study of early and late "metafictions," narratives that call attention to their own story-telling processes and fictional status. The text as literary voyage, the author as character: liar, satirist, clown, moralist, self-analyzer, and seducer of the reader. Reading will include texts by Lucian, Rabelais, Sterne, Gide, Lessing, Drabble, Calvino.
Ann Jones
Offered Spring 2000

The Postmodern Novel: Narratives of Memory
Since antiquity, memory has been represented in terms of space—rooms and zones containing ideas and experience—on the assumption that recall is a rational, controllable process. But postmodern writers challenge the idea that memory can capture the past as a seamless totality. Instead, they portray amnesia as a vast dimension of human experience. Investigating the lacks, impasses and incongruities in postmodern novels of memory, we will read them as alternative topographies to the map of reason. Theoreticians and novelists will include Benjamin, Borges, Calvino, Nabokov, Nietzsche, Nora, Perec, Sacks, Saer.
Anna Botta
Offered Fall 2000

The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities*, and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*.
Maria Banerjee
Offered Spring 2001

368 The Play of Ideas
Close textual study of modern Continental plays that deal with violence as a destructive and transformative force in history. Manifestos and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfride Jelinek, Dario Fo and Vaclav Havel; essays by Sartre, Artaud, Bataille and Sue-Ellen Case. **{L}** 4 credits
Luc Gilleman
Offered Spring 2001

Period, Movement

205 20th-Century Literatures of Africa
An introduction to the major genres and writers of modern Africa. Novels, short stories, drama and epics from every region of Africa, focusing on the way in which they draw upon traditional oral cultures, confront more than a century of European colonialism on the continent, and represent contemporary realities. Texts, some written in English and others translated from French and such African languages as Swahili and Songhay, will include Achebe's *Things Fall Apart*, Ngugi's *The River Between*, Bessie Head's *Maru*, Mariama Ba's *So Long a Letter*, Ben Jelloun's *The Sand Child*, Soyinka's *Death and the King's Horseman*, and *The Epic of Askia Mohammed recounted by Nohou Malio*. (E) **{L}** 4 credits
Katwiwa Mule
Offered Fall 1999, Fall 2000

229 The Renaissance Gender Debate
In "La Querelle des Femmes" medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women's sexuality (insatiable or purer then men's?), marriage (the hell of nagging wives or the highest Christian state?), women's souls (nonexistent or subtler than men's?), female education (a waste of time or a social necessity?). Brief study of the social and cultural changes fueling the polemic; analysis of the many literary forms it took, from Chaucer's Wife of Bath to Shakespeare's *Taming of the Shrew*, scholars' dialogues, and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. Recommended: a previous course in classics, medieval or Renaissance studies or women's studies. **{L}** 4 credits
Ann Jones
Offered Fall 1999

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China?

We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Woolf, Soseki, Tanizaki, Lu Xun and Mo Yan. **{L}** 4 credits
Sabina Knight
Offered Fall 2000

239 Romanticism
A comparative analysis of representative English, French and German texts written between 1770 and 1830. Focus on such questions as: How were these writers influenced by the French and Industrial Revolutions? In what ways did they imagine human development, its relationship to culture and to the feminine? Texts by Sterne, Rousseau, Goethe, de Staël, William and Dorothy Wordsworth, Coleridge, Hölderlin, Keats, Mary Shelley, Byron, Stendhal. **{L/H}** 4 credits
Elizabeth Harries
Offered Fall 2000

259 Realism
Analysis of 19th-century works in relation to the rise of the middle class, the centrality of the family and the authority of the father. Emphasis on conventional Realist narration of adultery, broken marriage and women's atonement through death in novels by Balzac, Fontane and Tolstoy; attention to gaps and tensions in such texts, which destabilize both the family as a social institution and the novel as form. Study of 20th-century Realism will focus on the relations between literature and social change (Gorki's *The Mother* and Brecht's stage adaptation) and on founding narratives by writers beyond Europe, including Jacques Roumain, Alejo Carpentier and Jorge Amado. **{L}** 4 credits
Gertraud Gutzmann
Offered Fall 1999

ENG 266 Postcolonial Literature
An introduction to Anglophone fiction, non-fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Central concerns: literary-as-political responses to histories of colonial dominance; the ambivalent relation to English linguistic, literary and cultural legacies; the agency of literature in the construction of national identity and the revision of history; revaluations of hybridity; redefinitions of race, gender and sexuality; global diasporas and U.S. imperialism. Readings include Achebe, Soyinka, Aidoo, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, some theoretical essays. Recommended background: a CLT or ENG course at the 200 level, ENG 265 or HST 295. [4d] **{L}** 4 credits
Ambreen Hai
Offered Fall 1999

268 Latina and Latin American Women Writers
This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Sheila Ortiz Taylor and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits
Nancy Saporta Sternbach, Spring 2000
Michelle Joffroy, Spring 2001
Offered Spring 2000, Spring 2001

272 Women Writing: 20th-Century Fiction
A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, subvert and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Schwarz-Bart, Morrison, Duras, Rule, Kingston and Winterson. Not open to first-year students. **{L/H}** 4 credits

Marilyn Schuster
Offered Fall 1999, Fall 2000

309 Arthurian Literature of the Middle Ages
The legend of Arthurian Britain as it developed in Wales, France and England. Readings will include early Welsh poems and tales, Geoffrey of Monmouth, Chrétien de Troyes, Marie de France, *La Queste del Saint Graal*, the *Gawain*-poet, and Malory. **{L}** 4 credits
Nancy Bradbury
Offered Spring 2000

367 Imagined Homes: Literary Interpretations of the National Question
This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican and Palestinian authors whose attitudes with respect to their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence, and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. **{L/H}** 4 credits
Reyes Lázaro
Offered Fall 2000

Special Topics

201 Literary Anti-Semitism
How can we tell whether a literary work is anti-Semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts; examples mostly from literature but also from opera and cinema. Shakespeare, Marlowe, Cervantes, G.E. Lessing, Grimm Brothers, Balzac, Dickens, Wagner, Zola, T. Mann, V. Harlan; S. Friedlander; M. Gelber, S. Gilman, G. Langmuir, Y.H. Yerushalmi. **{L/H}** 4 credits
Hans Vaget (German Studies)
Offered Spring 2000, Spring 2001

ENG 211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **{L}** 4 credits
Douglas Patey
Offered Spring 2000

230 "Unnatural" Women: Mothers Who Kill Their Children
Some cultures give the murdering mother a central place in myth and literature while others treat the subject as taboo. How is such a woman depicted—as monster, lunatic, victim, savior? What do the motives attributed to her reveal about a society's assumptions and values? What difference does it make if the author is a woman? Authors to be studied include Euripides, Seneca, Ovid, Anouilh, Papadiamandis, Atwood, Walker, Morrison. Prerequisite: at least one college-level course in literature. **{L}** 4 credits
Thalia Pandiri
Offered Spring 2000

CLS 233 Constructions of Gender and Sexuality in Greco-Roman Culture
The construction of gender, sexuality and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women;

the role of social class; the ways in which genre and convention shaped literary representation; the relationship between representation and reality. **{L/H}** 4 credits
Nancy Shumate
Offered Spring 2000

CLS 234 Rites of Passage
How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the Homeric *Hymn to Demeter*, Alcman's *Partheneion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. **{L}** 4 credits
Justina Gregory
Offered Fall 1999

EAL 235 How Poems Mean in China and the West
"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least three thousand years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) **{L}** 4 credits
Paula Varsano
Offered Spring 2000

CLS 236 Cleopatra: Histories, Fictions, Fantasies
A study of the transformation of Cleopatra, a competent Hellenistic ruler, into a historical myth, a staple of literature, and a cultural lens through which the political, aesthetic and moral sensibilities of different eras have been focused. Roman, Medieval, Renaissance, Orientalist, Postcolonial, Hollywood Cleopatras; reading from, among others, Plutarch, Virgil, Boccaccio, Christine of Pizan, Shakespeare, Dryden, Gautier, Shaw, historical novelists; some attention to Cleopatra in the visual arts. **{L/H}** 4 credits
Nancy Shumate
Offered Spring 2001

251 Portraits of the Artist
Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne and others. Prerequisite: one literature course at the 200 level or permission of the instructor. **{L/A}** 4 credits
Jocelyne Kolb
Offered Fall 2000

253 Literary Ecology
Literary ecology focuses on bio-social themes in literature and on how human beings imaginatively construct their relationship to their environment through literature and landscape art. We will read works by "nature writers," from the Romantic poets to early ecologists like John Muir and John Burroughs, and by contemporary writers such as John McPhee and Annie Dillard. We will also analyze issues of contemporary eco-criticism and consider an expansion of the current range of canonical texts to include a broader diversity of viewpoints. **{L}**
Ann Leone
Offered Spring 2000

EAL 261 Major Themes in Literature: East-West Perspectives
Topic: Gendered Fate
Is fate indifferent along lines of gender? What (and whose) interests are served by appeals to destiny? Close readings of women's narratives of desire, courtship, sexuality, prostitution and rape will explore how belief in inevitability mystifies the gender-based oppression of social practices and institutions. Are love, marriage and mothering biological imperatives? What are love, seduction

and desire if not freely chosen? Or is freely chosen love merely a Western ideal? How might women write to overcome fatalistic discourses that shape the construction of female subjectivity and agency? Works by Simone de Beauvoir, André Chedid, Hayashi Fumiko, Nadine Gordimer, Toni Morrison, Wang Anyi and Zhang Jie. All readings in English translation. **{L}** 4 credits
Sabina Knight
Offered Fall 1999

265 Literature and the Holocaust
Can (or should) art be made from atrocity? Is silence preferable? or some form of "non-literary" writing or witnessing? We will explore aesthetic and moral questions that arise from attempts that writers and filmmakers (survivors and others) have made to "speak the unspeakable" through novels, stories, essays, poems, diaries and films. Authors studied will include Marguerite Duras, Primo Levi, Tadeusz Borowski, Jorge Semprun, Elie Wiesel, Nelly Sachs, Alain Resnais and Claude Lanzmann. Prerequisite: one college-level course in literature or permission of the instructor. **{L/H}** 4 credits
David Ball
Offered Fall 1999, Spring 2001

274 The Garden: Paradise and Battlefield
Ever since Genesis, the garden has been depicted not only as a paradise, a refuge and a women's place, but also as a jungle that challenges definitions of the self and of that self's place in the world. How have shared notions about the relation of gardens to their inhabitants changed from one culture and historical period to another? Some attention to the theory and history of landscape gardening. Texts by Mme. de Lafayette, Goethe, Austen, Balzac, Zola, Chekhov, Colette, D.H. Lawrence and Alice Walker. **{L}** 4 credits
Ann Leone
Offered Spring 2001

315 Gender Issues in African Women's Narratives
The primary goal of this course is to examine how novels and short stories written by African women deal with issues such as colonialism, cultural change and national reconstruction along egalitarian lines. Do African women's narratives treat gender in a self-conscious and oppositional way? Do their texts, as meeting grounds for a particular kind of testimony with theoretical concerns, correspond in any way to the European concept of écriture féminine? How does the novel, in their hands, interweave African and Western narrative forms and influence? In addition to primary texts by writers such as Ama Ata Aidoo, Buchi Emecheta, Grace Ogot and Nawal el Saadawi, we will read short theoretical essays on African feminisms. **{L}** 4 credits
Katwiwa Mule
Offered Spring 2000, Spring 2001

333 Poetry and Madness
The deep source of poetry has long been identified with abnormal mental states, although some poets have refuted this. Our course will study the writings of poets who explored various forms of mental illness, used it in their work, or suffered through it. We will try to grasp the relationship of their "illness" (if that's what it was) to their work. Does that "illness" add to the value of the poetry? Detract from it? Or doesn't it matter? Readings include texts by such poets as Cowper, Clare, Holdelin, Baudelaire, Rimbaud, Michaux, Sexton. **{L}** 4 credits
David Ball
Offered Spring 2001

352 The "Don Juan" Theme
Since the Renaissance, Don Juan has been called a scoundrel, a hero, a homosexual, a quintessential macho, a rebel against stifling social and sexual mores, an emblem of Spain. This course explores Don Juan and the meaning of the word "donjuanesque" in literature and film. It focuses on literature as a continuous rewriting of previous models, on the role of literature in the creation of national and gender identities and stereotypes, and on the seduction and conquest of non-Western literary traditions by the West. Written materials will be chosen among the following authors: Tirso, Molière, Byron, Zorrilla, Kierkegaard, Sand, Mérimée, Baudelaire, Valle-Inclán, Camus and Berger. Films include Peter Sellars' relocation of Mozart's "Don Giovanni" in Spanish Harlem and contemporary versions of male and female Don Juan figures by Bergman, Godard, Valim, Saura, Mediero and Suarez, as well as popular Spanish and Hollywood films. (E) **{L} WI** 4 credits
Reyes Lázaro
Offered Spring 2000

355 Consuming Passions: Eating/Reading
From Plato's *Symposium* on, feasting, eating-drinking and talking have been considered intrinsically related, thus satisfying a long tradition of blending food with knowledge. Reading is likewise associated with eating, an activity of ingesting/digesting/indigestion, thus an act of consumption: we savor books; we devour articles; we hunger for knowledge, we ruminate ideas, we relish thoughts; we nourish the mind and the spirit; we feed our egos and even our computers! Food has been an essential ingredient for nourishing the imagination, serving many writers to express personal aesthetic tastes as well as reflecting specific cultural values. The course will offer a smorgasbord of readings in order to savor the various symbolic meanings that food and eating generate and are generated by a literary text. Authors include Plato, Petronius, Apuleius, Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Shakespeare, Flaubert, Ibsen, Mann, Proust and Woolf. Text will be supplemented by some film viewings, and at the end with a real "literary" meal! **{L}** 4 credits
Alfonso Procaccini
Offered Fall 1999

Critical Theory and Method

293 Global Tempests: Sources, Contexts, Theory
An introduction to comparative approaches to literature: plays, films, poems, novels, manifestos, theory. Topics may include the migration of Shakespeare's *Tempest* from Renaissance London to modern Latin America, the Caribbean and Africa; discussions of authorship from ancient Greece to postmodern France; translation as technical issue and life experience; debates over literary canons. Texts include Shakespeare's *The Tempest* and Aimé Césaire's *A Tempest*, Ngugi's *Towards a National Literature*, Foucault's "What Is an Author?," Woolf's *A Room of One's Own*. Prerequisite: GLT 291a. **{L}** 4 credits
Katwiwa Mule
Offered Spring 2000, Spring 2001

300 Contemporary Literary Theory
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include Freud, Lacan, Barthes, Derrida and Foucault, as well as Donna Haraway, Patricia Williams and Rey Chow. Enrollment limited to 25. **{L}**
4 credits
Ann Jones, Fall 1999
Janie Vanpée, Fall 2000
Offered Fall 1999, Fall 2000

340 Problems in Literary Theory
Required of senior majors in comparative literature; designed to explore one broad issue in literary criticism (e.g., evaluation, intertextuality, genre) chosen during the first semester by the students themselves. Prerequisites: GLT 291 and CLT 300, or permission of the instructor. **{L}**
4 credits
Ann Jones, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

404 Special Studies
Admission by permission of the instructor and director. 4 credits
Offered both semesters each year

The Major

The requirements for the comparative literature major, to take effect starting with the class of 2001, will consist of GLT 291 (GLT 292 is strongly recommended); CLT 293; and the remaining requirements now in place in the major.

Before entering the major, the student must prove her proficiency by completing a course in the foreign language or languages of her choice at the level of GER 225, GRK 212, ITL 250, LAT 212, RUS 338, SPN 250 or SLL 260, or FRN 230, 253 or 254. FRN 260 may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 13 semester courses as follows:

1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic (if available). Only courses with a primary or cross-listing in comparative literature count as comparative literature courses;
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English (English 200d may be counted as one course toward the comparative literature major). If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. GLT 291, CLT 293, CLT 300, CLT 340. (Note that GLT 291 is a prerequisite for 340 and should be taken as early as possible.)

Honors

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year. The first draft will be due on the first day of second semester and will be commented on by both the adviser and the second reader. The final draft will be due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

Director: Ann Jones.

430d Thesis
8 credits
Full-year course; offered each year

Computer Science

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Michael O. Albertson, Ph.D. (Mathematics)
Joseph O'Rourke, Ph.D.

Associate Professors
†[1]Merrie Bergmann, Ph.D.
†[2]Dominique F. Thiébaut, Ph.D., *Chair*

Assistant Professors
Ileana Streinu, Ph.D.
*[1]Lixin Gao, Ph.D.

Lecturer
Judy Franklin, Ph.D.

Four computer science courses have no prerequisites. These are CSC 102 (The Internet), CSC 103 (How Computers Work), CSC 111 (Computer Science I) and CSC 294 (Introduction to Computational Linguistics). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 The Internet
An introduction to the structure, design and operation of the Internet, including the electronic and physical structure of networks; how email and web browsers work, domain names, mail and file transfer protocols, encoding and compression of both text and graphics, http and HTML, the design of web pages, and the operation of search engines. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 50 (25 per section). The course will meet for the first half of the semester only. **{M}** 2 credits
Joseph O'Rourke
Offered both semesters each year

103 How Computers Work
An introduction to how computers work, using microcomputers and UNIX machines as examples. The goal of the course is to provide students with a broad understanding of computer hardware, software and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming and timesharing. Weekly labs give hands-on experience. Prerequisite: basic familiarity with word processing. Enrollment limited to 50 (25 per section). Course will meet for the second half of the semester. **{M}** 2 credits
Joseph O'Rourke
Offered both semesters each year

111 Computer Science I
Introduction to a block-structured high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 40; 20 per lab section. **{M}** 4 credits
Judy Franklin, Fall 1999, Spring 2000, Spring 2001
Merrie Bergmann, Fall 2000
Offered both semesters each year

112 Computer Science II
Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion. An object-oriented programming language differ-

ent from the one used in CSC 111 may be introduced. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 40. **{M}** 4 credits
Dominique Thiébaut, Fall 1999
Lixin Gao, Fall 2000
Ileana Streinu, Spring 2000, Spring 2001
Offered both semesters each year

220 Advanced Programming Techniques
Object-oriented programming in C++, Graphical User Interfaces in X-Windows, Unix tools for software development (make, Imake, Tcl/Tk, etc.). Basic principles of software engineering. Students will see a large programming project through from design to code-writing to testing to documentation and release. Prerequisite: 112. **{M}** 4 credits
To be announced
Offered Fall 1999

231 Microcomputers and Assembly Language
An introduction to the internal workings of computers ("computer architecture"), using a microcomputer as an example, and to assembly language programming. Prerequisite: 112 or permission of the instructor. **{M}** 4 credits
Dominique Thiébaut, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

240 Computer Graphics
Covers two-dimensional line drawings and transformations, three-dimensional graphics, clipping and windowing, color raster graphics, hidden surface removal, animation and fractals. Students will write programs for a variety of graphics devices; a programming-intensive course. Prerequisites: 112, MTH 211 or permission of the instructor. **{M}** 4 credits
Joseph O'Rourke
Offered Spring 2001

250 Foundations of Computer Science
Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. **{M}** 4 credits
Judy Franklin
Offered Fall 1999, Fall 2000

252 Algorithms
Covers algorithm design techniques ("divide-and-conquer," dynamic programming, "greedy" algorithms, etc.), analysis techniques (including big-O notation, recurrence relations), useful data structures (including heaps, search trees, adjacency lists), efficient algorithms for a variety of problems, and NP-completeness. Prerequisites: 112, MTH 111, MTH 153. **{M}** 4 credits
Ileana Streinu
Offered Fall 2000

262 Introduction to Operating Systems
An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits
Lixin Gao
Offered Spring 2000, Spring 2001

270 Digital Circuits and Computer Systems
This class introduces students to the operation of logic and sequential gates inside a computer. We will explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders and the more sophisticated circuits found in microprocessor systems. Students will have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits
Dominique Thiébaut
Offered Spring 2000

274 Computational Geometry
Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching, and motion planning. Students will have a choice between writing several programs or exploring

theoretical questions. Prerequisites: MTH 153 and either 112 or MTH 211. {M} 4 credits
Ileana Streinu
Offered Spring 2000

280 Topics in Programming Languages
History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented and logic programming. Assignments in a variety of languages, including LISP, Prolog and an object-oriented language such as Smalltalk. Prerequisites: 112, 250. {M} 4 credits
To be announced
Offered Fall 1999

290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered may include game playing and search strategies; theorem proving; knowledge representation, logic and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. Prerequisite: 112. {M} 4 credits
Joseph O'Rourke
Offered Fall 1999

294 Introduction to Computational Linguistics
This course introduces the field of computational linguistics, which provides a framework for natural language processing systems. Will cover the design and implementation of linguistic theories for natural language understanding and generation, including syntax (grammar), semantics (meaning), and pragmatic. Hands-on experimentation with various components of natural language processing systems. This course is designed for students with an interest in linguistics and cognitive science as well as for computer science majors, and does not presuppose any MTH or CSC courses. {M} 4 credits
Merrie Bergmann
Offered Spring 2001

330 Topics in Database Systems
Files and storage structures. Data models, including the relational, entity-relationship, hierarchical and network models, with emphasis on the relational model. Query languages and query processing. Crash recovery, concurrency control, security. Applications. Prerequisites: 112 and 231 or permission of the instructor. {M} 4 credits
Ileana Streinu
Offered Spring 1999

350 Seminar in Computer Networks
This course introduces fundamental concepts in the design and implementation of computer communication networks, their protocols and applications. Topics to be covered include layered network architecture, physical layer and data link protocols, and transport protocols, routing protocols and applications. Most case studies will be drawn from the Internet TCP/IP protocol suite. Prerequisite: 231. {M} 4 credits
Lixin Gao, Spring 2000
Judy Franklin, Spring 2001
Offered Spring 2000, Spring 2001

352 Parallel and Distributed Systems
The primary objective of this course is to examine the state of the art and practice in parallel and distributed computing, and to provide students with hands-on experience in developing distributed protocols. This course deals with the fundamental principles in building distributed applications using C and Java. Topics include process and synchronization, multithreading in Java, Client/Server Model, Remote Method Invocation (RMI) in Java, Distributed Multimedia, Security, and distributed objects using CORBA. Prerequisites: 112 and 252. {M} 4 credits
Lixin Gao
Offered Spring 2001

364 Computer Architecture
Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set,

architecture of the processor, pipelining, microcoding and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. {M} 4 credits
To be announced, Spring 2000
Judy Franklin, Spring 2001
Offered Spring 2000, Spring 2001

394 Introduction to Translators and Compiler Design
Includes top-down and bottom-up parsing methods, lexical analysis, code generation and optimization techniques. Students will implement a compiler for a simple high-level programming language. Prerequisites: 231 and 250. {M} 4 credits
Merrie Bergmann
Offered Fall 2000

Cross-listed and Interdepartmental Course

MTH 270 Introduction to Numerical Methods

400 Special Studies
For majors, by arrangement with a computer science faculty member. Variable credit as assigned
Offered both semesters each year

The Major

Advisers: Michael Albertson (Mathematics), Merrie Bergmann, Lixin Gao, Ileana Streinu, Dominique Thiébaut.

Requirements: At least 11 semester courses (44 credits) including:
1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114;
   b. MTH 153;
   c. One 200-level or higher math course; (MTH 125 may replace the requirements of 2a and 2b.)
3. At least one of 252, 280;
4. At least one of 262, 270;
5. At least one 300-level course;
6. At least one additional CSC course beyond the 100 level.

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112 and one 300-level course.

1. Systems (six courses)

Adviser: Dominique Thiébaut.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:
111 Computer Science I
112 Computer Science II
220 Advanced Programming Techniques
231 Microcomputers and Assembly Language
262 Introduction to Operating Systems
One of:
330 Topics in Database Systems
350 Seminar in Computer Networks

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:
111 Computer Science I
112 Computer Science II
250 Foundations of Computer Science
Two of:
280 Topics in Programming Languages
290 Introduction to Artificial Intelligence
294 Computational Linguistics
One of:
390 Seminar in Artificial Intelligence
394 Introduction to Translators and Compiler Design

3. Mathematical Foundations of Computer Science (six courses)

Adviser: Michael Albertson (Mathematics).

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:
111 Computer Science I
112 Computer Science II
250 Foundations of Computer Science
252 Algorithms
MTH 253 Combinatorics and Graph Theory
MTH 353 Advanced Topics in Discrete Applied Mathematics

Honors

Director: Joseph O'Rourke.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Susan Kay Waltner, M.S., *Chair*

Associate Professors
†[1]Yvonne Daniel, Ph.D. (Dance and Afro-American Studies)
Rodger Blum, M.F.A.

Lecturers
Awilda Sterling-Duprey
Isaura Oliveira

Five College Lecturers
Jim Coleman, M.F.A. (Professor, Mount Holyoke College)
Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)
Charles Flachs (Assistant Professor, Mount Holyoke College)
Rose Flachs (Assistant Professor, Mount Holyoke College)
Terese Freedman, B.A. (Professor, Mount Holyoke College)
Kenneth Lipitz (Lecturer, University of Massachusetts)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Peggy Schwartz, M.A. (Professor, University of Massachusetts), Five College Chair
Andrea Watkins, Ph.D. (Professor, University of Massachusetts)
Wendy Woodson, M.A. (Associate Professor, Amherst College)

Principal Pianist/Lecturer
Julius M. Robinson, B.S.

Teaching Fellows
Jolyn Arisman
Kelli Edwards
Laurel Kleinschmidt
Leslie Miller
Sarah Seely
Kerri L. Underwood
Trisha Ventura

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College course lists (specifying times, locations and new course updates) at both the Smith College Dance Office and the Five College Dance Department Office, located at Hampshire College.

Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance composition: Introductory through advanced study of elements of dance composition,

including phrasing, space, energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group) and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation and others.

All dance theory courses: L. **{A}** 4 credits

151 Elementary Dance Composition
L. **{A}** 4 credits

A. Composition
AC (Woodson), MHC (Madsen), UM (Schwartz)
Offered Fall 1999

B. Composition
Kelli Edwards
Offered Spring 2000, Spring 2001

252 Intermediate Dance Composition
Prerequisite: 151. L. **{A}** 4 credits
A. *Rodger Blum, AC (Dowling), UM (Brown)*
Offered Fall 1999, Fall 2000

B. Scripts and Scores
AC (Woodson)
Offered Spring 2000

353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor. L. **{A}** 4 credits
AC (Woodson), UM
Offered Fall 1999
HC (Lowell)
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

171 Dance in the 20th Century
This course is designed to present an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects, and class discussions, students will explore principles and traditions of 20th-century concert dance, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance, and popular culture dance traditions. L. **{A} WI** 4 credits
Susan Waltner, MHC (Flachs)
Offered Fall 1999, Fall 2000

241 Scientific Foundations of Dance
An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. **{A}** 4 credits
UM (Watkins)
Offered Fall 1999
MHC (Freedman), UM (Watkins)
Offered Fall 2000

342 Scientific Foundations of Dance II
A continuation of the scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. L. **{A}** 4 credits
UM (Watkins)
Offered Spring 2000, Spring 2001

272 Dance and Culture
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. (A prerequisite for Dance 375, Anthropology of Dance.) L.

{A} 4 credits
To be announced
Offered Fall 1999
To be announced
Offered Fall 2000, Spring 2001

285 Laban Movement Analysis I
Laban Movement Analysis is a system used to describe and record quantitative and qualitative aspects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.
HC (Nordstrom)
Offered Fall 1999

287 Analysis of Rhythm from a Dancer's Perspective
This course is the study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, and elements of composition. Dancers choreograph to specific compositional forms, develop both communication between dancer and musician and music listening skills. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. {A} 4 credits
MHC (Jones), UM (Ascenzo)
Offered Fall 1999
Julius Robinson, UM (Ascenzo)
Offered Spring 2001

309 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre and technical style. Course work may be developed through existing repertory or through the creation of new work(s). {A} 2 or 4 credits
To be announced
Offered Spring 2000

375 The Anthropology of Dance
This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. L. {A} 4 credits
Yvonne Daniel
Offered Spring 2001

377 Advanced Studies in History and Aesthetics
4 credits

19th-Century Dance
This topic will focus on the characteristics and impact of dance in the Romantic Period. Lectures are framed from three points of view: the virtuoso dancer, the composer and the performer since there is an intimate interrelationship between music and dance of the period. Students will become familiar with 19th-century ballets and the musical works made for and used in ballet choreographies. The prominence of the female ballerina, the emergence of the male dancer, and the impact of both Fokine and Isadora Duncan are some of the topics that will be discussed and analyzed through lectures, listening, reading, assignments and video reviews. Prerequisite: DAN 171 or DAN 272. Enrollment limited to 25. (E) {A}
Julius Robinson
Offered Spring 2000

Dance and Technology
L. {A}
Rodger Blum
Offered Spring 2001

400 Special Studies
For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. **{A}** 1 to 4 credits
Members of the Department
Offered both semesters each year

Production Courses

200 Dance Production
A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography and stage crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. **{A}** 1 credit
Rodger Blum
Offered Fall 1999
Susan Waltner
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

Studio Courses

Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

217 Contact Improvisation
A duet form of movement improvisation. The technique will focus on work with gravity, weight support, balance, inner sensation and touch, to develop spontaneous fluidity of movement in relation to a partner. Prerequisite: at least one previous dance technique course or permission of the instructor. Enrollment limited to 20. (E) **{A}** 2 credits
MHC (Wolfzahn)
Offered Spring 2000

218 Floor Barre Movement Technique
This course combines classical and modern principles in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **{A}** 2 credits
Rodger Blum
Offered Spring 2000
To be announced
Offered Spring 2001

249 The Mindful Body: Resources for Performing and Visual Artists
Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: one year of studio courses in dance or art, a performance course in music, Acting I in theatre, or permission of the instructor. Not open to first-year students. Enrollment limited to 12. Cannot be repeated for credit. **{A}** 2 credits
Susan Waltner
Offered Spring 2000, Fall 2000

Techniques

MODERN

Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Modern Dance I
L. {A} 2 credits
Sarah Seely, HC (Nordstrom), MHC (TBA), UM (Watkins)
Offered Fall 1999
Susan Waltner, Jolyn Arisman
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

114 Modern Dance II
For students who have taken Modern Dance I or the equivalent. L. {A} 2 credits
Jolyn Arisman
Offered Fall 1999
Sarah Seely, HC (TBA), MHC (TBA)
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L. {A} 2 credits
Susan Waltner
Offered Fall 1999
To be announced
Offered Fall 2000

216 Modern Dance IV
Permission/audition. Prerequisite: 215. L. {A} 2 credits
Laurel Kleinschmidt, HC (TBA), MHC (TBA), UM (TBA)
Offered Spring 2000
To be announced
Offered Spring 2001

317 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P. {A} 2 credits
To be announced, MHC (Madsen)
Offered Fall 1999
To be announced
Offered Fall 2000

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P. {A} 2 credits
To be announced, UM (TBA)
Offered Spring 2000
To be announced
Offered Spring 2001

BALLET

Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120 Ballet I
L. {A} 2 credits
Trisha Ventura, Laurel Kleinschmidt
Offered Fall 1999
Kerri Underwood
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001
Offered both semesters each year

121 Ballet II
For students who have taken Ballet I or the equivalent. L. {A} 2 credits
MHC (Flachs), UM (Lipitz)
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

222 Ballet III
Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits
Leslie Miller, MHC (Flachs)
Offered Fall 1999
To be announced
Offered Fall 2000

223 Ballet IV
L. {A} 2 credits
Rodger Blum, MHC (Flachs)
Offered Spring 2000
To be announced
Offered Spring 2001

324 Ballet V
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Fall 1999, Fall 2000

325 Ballet VI
By audition/permission only. L. {A} 2 credits
Rodger Blum, MHC (Flachs)
Offered Spring 2000, Spring 2001

JAZZ
Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

130 Jazz I
L. {A} 2 credits
Kerri Underwood, UM (Brown)
Offered Fall 1999
Trisha Ventura
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

131 Jazz II
For students who have taken Jazz I or the equivalent. L. {A} 2 credits
Jolyn Arisman, UM (Brown)
Offered Spring 2000
To be announced
Offered Spring 2001

232 Jazz III
Further examination of jazz dance principles. L. {A} 2 credits
Leslie Miller
Offered Fall 1999, Fall 2000

233 Jazz IV
Emphasis on extended movement phrases, complex musicality, and development of jazz dance styles. L. {A} By audition/permission only. 2 credits
Leslie Miller, UM
Offered Spring 2000
To be announced
Offered Spring 2001

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits
UM (Brown)
Offered Fall 1999

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. {A} 2 credits
To be announced, UM
Offered Spring 2000

CULTURAL DANCE FORMS I AND II
Cultural Dance Forms presents differing dance traditions from specific geographical regions *or* distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique, beginning and intermediate (I), and intermediate and advanced (II), and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142 West African Dance
This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. {A} 2 credits
To be announced, MHC (Middleton)
Offered Fall 1999
To be announced
Offered Spring 2000
To be announced
Offered Fall 2000, Spring 2001

142 Comparative Caribbean Dance I
This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. Enrollment limited to 30. **{A}** 2 credits
Isaura Oliveira, HC (Oliveira)
Offered Fall 1999
Awilda Sterling-Duprey, MHC (Sterling-Duprey)
Offered Spring 2000
Yvonne Daniel
Offered Fall 2000, Spring 2001

142 Cuban Dance
This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms, and popular Latin American dances that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Enrollment limited to 30. **{A}**
Yvonne Daniel
Offered Fall 2000, Spring 2001

142 Javanese Dance
Instruction in the classical dance of Central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live *gamelan* music. Emphasis is on the female style. Enrollment limited to 12. **{A}** 2 credits
Urip Sri Maeny Sumarsam, Sukakji Sriman
Offered Fall 1999, Spring 2000
To be announced
Offered Fall 2000, Spring 2001

The Major

Advisers: Rodger Blum, Yvonne Daniel, Susan Waltner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level and within the requirements of Emphasis I or II (see below).

History. Dance in the 20th Century (DAN 171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level are the Anthropological Basis of Dance (DAN 375) and more specialized period courses or topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 252, 353 and 377). This sequence of courses begins with the most basic study of dance composition—space, time, energy—and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content and accompaniment. The movement materials that a student explores are not limited to any particular style.

Scientific Aspects of Dance (DAN 241, 342). These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, biomechanics, and their relationships to various theories of technical study.

Language of Movement (DAN 285). Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287). Sharpens understanding of music fundamentals and makes these applicable to dance.

Emphasis I: Technique and Performance. A dancer's instrument is her body and it must be trained consistently. Students are encouraged to study several dance forms and styles. Students who will emphasize performance and choreography are expected to reach advanced level in one or more forms. Pubic performance, while optional and without additional credit, is encouraged to realize dance skills before an audience.

Requirements in Technique and Performance Emphasis:

1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits), and 252
5. Five courses are required in dance technique for the major. Students can explore up to four courses in a single form. At least two semesters must be at the advanced level. A single level of technique courses may be taken for credit up to three semesters.
6. two courses from the following: 309, 342, 353, 375, 377, 400
7. DAN 400 (4 credits) must be taken in the senior year.

Emphasis II: Theoretical Practices. Dance students may prefer to concentrate on an academic emphasis instead of dance performance. These students are also encouraged to study several dance forms and styles, and they are expected to reach intermediate level in one or more forms.

Requirements in Theoretical Practices of Dance:

1. 171 and 272
2. 241
3. 285 or 287, or a 200-level course in another discipline
4. 151, 200 (2 credits), and 375
5. Five technique courses are required in the dance theory emphasis of the major. Dance theory students should explore at least two courses in two technique forms. Students should reach intermediate level in at least one form. A single level of technique courses may be taken for credit up to three semesters.
6. two courses from the following: 309, 342, 377, 400
7. DAN 400 (4 credits) must be taken in the senior year.

The Minor

Advisers: Members of the Smith College Department of Dance.

Requirements: Three core courses that provide experience in three areas of dance, plus two additional elective courses so that students may emphasize their own areas of interest, are required: history and other theoretical courses (some outside the dance discipline) chosen with approval of a dance faculty adviser, choreography, technique, movement analysis. The three core courses are 151, 171 and 272. The two studio technique classes are each worth two credits. The elective courses may be chosen from 241, 252, 273, 285, 287, 309, 353 and 375, 377. One of the elective courses may consist of one studio course plus two credits of dance production (200). It is highly recommended that the student take 151 and 171 and begin the technique courses before taking the elective courses.

Studio Courses: Studio courses receive two credits. Pre-registration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

142 Beginning/Intermediate Cultural Dance Forms

- A. West African
- B. Comparative Caribbean Dance
- C. Cuban
- D. Haitian
- E. Introduction to Flamenco
- F. Javanese
- G. Middle Eastern

243 Intermediate/Advanced Cultural Dance Forms
A. West African II
B. Comparative Caribbean Dance II
113 Modern Dance I
114 Modern Dance II
215 Modern Dance III
216 Modern Dance IV
317 Modern Dance V
318 Modern Dance VI
120 Ballet I
121 Ballet II
222 Ballet III
223 Ballet IV
324 Ballet V
325 Ballet VI
130 Jazz I
131 Jazz II
232 Jazz III
233 Jazz IV
334 Jazz V
335 Jazz VI

Honors

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

Adviser: Susan Waltner (1999–2000); to be announced (2000–2001).

Graduate: M.F.A. Program

Adviser: Rodger Blum (1999–2000 and 2000–2001).

"P" indicates that permission of the instructor is required.

510 Theory and Practice of Dance IA
Studio work in dance technique, including modern, ballet, tap, ethnic and jazz. Eight to 10 hours of studio work. P. 4 credits
Rodger Blum
Offered Fall 1999, Spring 2000
Rodger Blum
Offered Fall 2000, Spring 2001

520 Theory and Practice of Dance IIA
Studio work in dance technique. Prerequisites: 510a and b. P. 4 credits
Rodger Blum
Offered Fall 1999, Spring 2000
Rodger Blum
Offered Fall 2000, Spring 2001

521 Choreography as a Creative Process
Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 4 credits
Susan Waltner
Offered Spring 2000

540 History and Literature of Dance
Emphasis will include in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 4 credits
Yvonne Daniel
Offered Fall 2000

553 Choreography and Music
Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor. 4 credits
To be announced
Offered Spring 2001

560 Scientific Principles in the Teaching of Dance
This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. **{A}** 4 credits
Rodger Blum, Susan Waltner, Andrea Watkins
Offered Fall 1999

590 Research and Thesis
Production project. 4 credits
Offered both semesters each year

591 Special Studies
4 credits
Offered both semesters each year

Other Five College Dance Department Courses

Dance 316 Contemplative Dance
HC (Lowell)

TECHNIQUES (2 CREDITS)

Dance 137 Tap Dance II
MHC (Raff)
Offered Fall 1999

TECHNIQUE AND REPERTORY
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I
MHC (Devi)

UM Dance 295R Classical Indian Dance II
UM (Devi)

TECHNIQUE AND THEORY
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

Dance 153 Introduction to Dance
MHC (Coleman)

Dance 261 Introduction to Dance
UM (Schwartz)
Offered Spring 2000

THEORY
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

HA 153 Dance as an Art Form
HC (Nordstrom), MHC (Carbonneau)
Offered Fall 1999

Contemporary Artists' Issues
AC (Woodson), MHC (Carbonneau)
Offered Spring 2000

Art Criticism
MHC (Carbonneau)
Offered Spring 2000

TECHNIQUE
(2 credits)

TECHNIQUE AND REPERTORY
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM Dance 195R Classical Indian Dance I
UM (Devi)
Offered Fall 1999, Spring 2000

UM Dance 295R Classical Indian Dance II
UM (Devi)
Offered Fall 2000, Spring 2001

East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Associate Professors
Thomas Rohlich, Ph.D., *Chair*
Maki Hirano Hubbard, Ph.D.

Assistant Professors
†[1]Paula M. Varsano, Ph.D.
Deirdre Sabina Knight, Ph.D.

Lecturers
Hongchu Fu, Ph.D.
Megumi Oyama, M.A.
Younghee Wang, Ed.D.
Ling Zhao, M.A.
Yoon-Suk Chung, M.A.

Assistant in Japanese
Yuri Kumagai, M.Ed.

Teaching Assistants
Grace Lin Abel, B.A.
Keiko Ishii, B.A.
Shin-yi Kao, B.A.
Suk Massey, M.A.
Min Pan, M.A.
Naho Okano, B.A.

Courses in English

EAL 100 The Literary Traditions of East Asia: China, Japan and Korea
An introduction to the classics of East Asian literature from pre-modern times to the present. This course examines canon formation, traditional aesthetics and the historical, religious and philosophical groundings of the literary traditions. Texts to be read include selections from great works of poetry, prose and drama from China, Japan and Korea. All readings are in English translation. **WI {L}** 4 credits
Sabina Knight, Spring 2000
Thomas Rohlich, Fall 2000
Offered Spring 2000, Fall 2000

EAL 231 The Culture of the Lyric in Traditional China
This course surveys the canon of Chinese literature from the *Classic of Poetry (Shijing)* to *The Story of the Stone (Honglou meng)*, focusing on the cultural suppositions that govern the composition and reception of Chinese poetry. Texts will include shaman's hymns, popular songs and ballads, drinking songs, exile poetry, opera librettos, elegies and nature poetry. We will investigate the aesthetic and political issues dominating the intellectual milieu in which poetry circulated, considering such issues as the relationship between poetry and autobiography, the development of the feminine voice, and the determination of what should (and should not) be expressed in poetry. Finally, we will ask how the particular workings of the Chinese (literary) language shaped the lyric, developing greater sensitivity to the original text behind the translation. No knowledge of Chinese language or literature is required. All readings are in English translation. (E) **{L}** 4 credits
Paula Varsano
Offered Fall 2000

EAL 232 Modern Chinese Literature
Selected readings in translation of 20th-century Chinese literature from the late-Qing dynasty to contemporary Taiwan and the People's Republic of

China. This course will offer a window on 20th-century China and an introduction to the study of literature: why we read literature, different approaches and literary movements. We will stress the socio-political context and questions of political engagement, social justice, class, gender, race and human rights. All readings are in English translation, and no background in China or Chinese is required. {L} 4 credits
Sabina Knight
Offered Spring 2000, Spring 2001

EAL 233 The Chinese Literary Tradition: The Evolution of Chinese Fiction
This is a survey course tracing the evolution of Chinese fiction from its beginning period in Pre-Qin dynasty up to the Qing (200 B.C.–9 C.). Texts to be examined include supernatural stories of the Six dynasties, the *chuanqi* stories of the Tang, the 17th-century vernacular tales and the novels of the Qing dynasty. The goal of the course is two-fold: to explore various literary themes and writing styles of Chinese fiction in its social and historical context, and to cultivate a critical sensitivity toward Chinese literature through frequent discussions and writing. All readings are in English translation. {L} 4 credits
Hongchu Fu
Offered Fall 1999

EAL 235 How Poems Mean in China and the West
"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least three thousand years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) {L} 4 credits
Paula Varsano
Offered Spring 2000

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Woolf, Soseki, Tanizaki, Lu Xun and Mo Yan. {L} 4 credits
Sabina Knight
Offered Fall 2000

EAL 240 Japanese Language and Culture
This course is designed to enhance students' knowledge and understanding of the Japanese language by relating linguistic, social and historical aspects of Japanese culture as well as the Japanese perception of the dynamic of human interactions. Starting with a brief review of structural and cultural characteristics of the language, we will move on to examine predominant beliefs about the relationship between Japanese language and cultural or interpersonal perceptions, including politeness and gender. Basic knowledge of Japanese is desirable. All readings are in English translation. {S} 4 credits
Maki Hubbard
Offered Spring 2000

EAL 241 Traditional Japanese Literature in Translation
A survey in translation of Japanese literature from the earliest times up to the 19th century. Readings will consist of poetry, prose and drama, including such works as *The Tale of Genji*, prose essays by Buddhist monks, *waka* poetry of the court, the *Noh* and *Bunraku* theatre, and other enduring works of the Japanese literary tradition. All readings are in English translation. {L} 4 credits
Thomas Rohlich
Offered Fall 1999

EAL 242 Modern Japanese Literature
Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 125 years Japan has undergone tremendous change: rapid industrialization, imperialistic (mis)adventures, defeat and ruin during the Great Pacific War, and rapid resurgence as an economic power. The literature of modern Japan gives voice to the many contradictions and conflicts that are concomitant with these changes. We will read a wide selection of works by a variety of authors (Natsume Soseki, Higuchi Ichiyo, Tanizaki, Kawabata, Mishima, Oe, modern women writers and others), examining both the formal characteristics of the texts and the ways in which they reflect the lives and times of the authors. All readings are in English translation. **{L}** 4 credits
Thomas Rohlich
Offered Spring 2000, Spring 2001

EAL 251 Modern Korean Literature
Examines canonical texts by a dozen Korean women writers of the 20th century, from the iconoclastic Chông-hûi Choi to contemporary Korean Americans including Helie Lee, Connie Kang and Nora Okja Keller. Investigates Korean feminism's coming of age by focusing on the authors' views of family, history and gender. All readings are in English translation. No prerequisites.
{L} 4 credits
To be announced
Offered Spring 2001

EAL 252 The Korean Literary Tradition
Topic: Representations of Women in Pre-Modern Korea. In this course we will inquire into the representations of women in Korean society from the earliest times through the 19th century. Using various texts, myths, poetry, fiction, non-fiction and (auto)biography, we will examine the cultural factors that have influenced the formation of images of women in different historical epochs. Topics will include issues such as textual representations of women; the image and status of women in a patriarchal society; and the impact of various belief systems on women's lives as reflected in literary and historical texts. All readings in English translation. (E) **{L}** 4 credits
To be announced
Offered Fall 2000

EAL 261 Major Themes in Literature: East-West Perspectives
{L} 4 credits

Gendered Fate
Is fate indifferent along lines of gender? What (and whose) interests are served by appeals to destiny? Close readings of women's narratives of desire, courtship, sexuality, prostitution and rape will explore how belief in inevitability mystifies the gender-based oppression of social practices and institutions. Are love, marriage and mothering biological imperatives? What are love, seduction and desire if not freely chosen? Or is freely chosen love merely a Western ideal? How might women write to overcome fatalistic discourses that shape the construction of female subjectivity and agency? Works by Simone de Beauvoir, André Chedid, Hayashi Fumiko, Nadine Gordimer, Toni Morrison, Wang Anyi and Zhang Jie. All readings in English translation.
Sabina Knight
Offered Fall 1999

To be announced
Hongchu Fu
Offered Spring 2001

EAL 360 Seminar: Topics in East Asian Literatures
{L} 4 credits

The Tale of Genji and Its Legacy
The seminar will begin with a reading and study of *The Tale of Genji*, one of the greatest works of Japanese literature. We will look at the cultural and societal milieu of the author, as well as the textual features that mark it as an icon of Japanese culture today. In the second part of the course we will look at ways in which the *Genji* is (re)presented in later texts—Noh plays, Edo parodies, and modern short stories and novels—as a way of examining both the question of influence and the role that the *Genji* plays in the literature of later generations. All readings are in English translation.
Thomas Rohlich
Offered Fall 1999

To be announced
Maki Hubbard
Offered Fall 2000

To be announced
Paula Varsano
Offered Spring 2001

East Asian Language Courses

Credit is not granted for the first semester only of an introductory language course. The S/U option is not normally allowed for the 110d, 120d and 220d courses.

Chinese Language

CHI 110d Chinese I (Intensive)
An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and approximately 1,000 of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. **{F}** 10 credits. Sections as follows:
Hongchu Fu, Fall 1999, Spring 2000, Fall 2000, Spring 2001
Paula Varsano, Fall 2000, Spring 2001
Full-year course; offered each year

CHI 220d Chinese II
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 110d or permission of the instructor. **{F}** 10 credits
Sabina Knight, Fall 1999, Spring 2001
Ling Zhao, Spring 2000, Fall 2000, Spring 2001
Full-year course; offered each year

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: 220d or permission of the instructor. **{F}** 4 credits
Ling Zhao
Offered Fall 1999, Fall 2000

CHI 302 Chinese III
Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. **{F}** 4 credits
Ling Zhao, Spring 2000
Hongchu Fu, Spring 2001
Offered Spring 2000, Spring 2001

CHI 350 Advanced Readings in Chinese Literature I
Development of advanced oral and reading proficiency through the study of selected texts in modern literary Chinese. Working exclusively in Chinese, students will increase their understanding of modern China through the in-depth reading and discussion of various prose pieces, including short stories, essays and novellas. This is a repeatable course, as content of the spring and fall courses will differ. Prerequisite: 302 or permission of the instructor. **{L/F}** 4 credits
Ling Zhao, Fall 1999
Hongchu Fu, Fall 2000
Offered Fall 1999, Fall 2000

CHI 351 Advanced Readings in Chinese Literature II
Development of advanced oral and reading proficiency through the study of selected texts in modern literary Chinese. Working exclusively in Chinese, students will increase their understanding of modern China through the in-depth reading and discussion of various prose pieces, including short stories, essays and novellas. This is a repeatable course, as content of the spring and fall courses will differ. Prerequisite: 302 or permission of the instructor. **{L/F}** 4 credits
Ling Zhao
Offered Spring 2000, Spring 2001

Japanese Language

JPN 110d Japanese I (Intensive)
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, three writing systems, including Kanji. Designed for students with no background in Japanese. {F} 10 credits
Megumi Oyama, Thomas Roblich
Full-year course; offered each year

JPN 220d Japanese II
Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. {F} 10 credits
Maki Hubbard, Fall 1999, Fall 2000
Yuri Kumagai, Spring 2000
To be announced, Spring 2001
Full-year course; offered each year

JPN 301 Japanese III
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent. {F} 4 credits
Megumi Oyama
Offered Fall 1999, Fall 2000

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or the equivalent. {F} 4 credits
Megumi Oyama
Offered Spring 2000, Spring 2001

JPN 350 Contemporary Texts
Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. May be repeated for credit with the permission of the instructor when the content changes. Prerequisite: JPN 302 or permission of the instructor. {F} 4 credits
Offered both semesters each year

Topic Fall 1999: Expansion of advanced vocabulary and expressions using primary sources on varied topics; development of skills in public speaking and complex writing.
Maki Hubbard, Fall 1999

Topic Spring 2000, Spring 2001: Development of skills in research writing, oral presentation, and debate on contemporary Japanese society (family, work, gender, etc.).
Maki Hubbard, Spring 2000, Spring 2001

Topic Fall 2000: Readings of modern literary texts: novels, short stories, essays and newspaper articles.
Thomas Roblich, Fall 2000

Korean Language

KOR 110d Korean I (Intensive)
An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of reading and writing skills. This course is designed for students with little or no background in Korean. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung
Full-year course; offered each year

KOR 120 Low Intermediate Korean I
This course is an alternative to KOR 110d designed for students with some Korean language background whose proficiency is not yet at the level of KOR 220d. Emphases are placed on reading and writing skills and review of basic grammar. Enrollment limited to 15. {F} 4 credits
Yoon-Suk Chung
Offered Fall 1999, Fall 2000

KOR 121 Low Intermediate Korean II
A continuation of KOR 120. Prerequisite: KOR 120. Enrollment limited to 15. {F} 4 credits
To be announced
Offered Spring 2000, Spring 2001

KOR 220d Korean II
A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar, and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are intro-

duced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung
Full-year course; offered each year

KOR 301 Korean III
Continued development of reading, writing and grammatical skills through prose selections presented in Korean letters and in mixed script (Hangûl orthography and Chinese characters). Prerequisite: 220d or the equivalent. {F} 4 credits
Younghee Wang
Offered Fall 1999, Fall 2000

KOR 302 Korean III
A continuation of 301. Prerequisite: 301 or the equivalent. {F} 4 credits
Younghee Wang
Offered Spring 2000, Spring 2001

KOR 350 Advanced Studies in Korean Language and Culture
This course is designed to provide students with a thorough grounding in advanced reading, writing and speaking skills in Korean to lay a firm foundation for the clear understanding of Korean contemporary culture. Selected current issues in Korean society and culture will be addressed, and a wide range of print and nonprint materials from newspaper editorials to films will be covered. Texts are all in Korean. Class will be conducted in Korean. The course may be repeated for credit with the permission of the instructor. Enrollment limited to 15. {F} 4 credits
Yoon-Suk Chung
Offered Spring 2000, Spring 2001

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese or Korean language and literature. 2 to 4 credits
Offered both semesters each year

The Major

Prerequisites: The first year of Chinese (CHI 110d or 120d), Japanese (JPN 110d) or Korean (KOR 110d or 121) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language. East Asian related courses in other departments and CLT 300 (Contemporary Literary Theory) are strongly recommended for students preparing for the major in East Asian languages and literatures.

Advisers: Members of the Department.

Requirements: A total of 11 courses (46 credits), no more than five of which shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs, or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students are expected to concentrate in one of the languages the department offers. Native speakers of a language are encouraged to take another language.

1. Basis: Three courses (14 credits)
   a. EAL 100 (The Literary Tradition of East Asia: China, Japan and Korea [in English translation]) (one course);
   b. Second-year language courses: JPN 220d, CHI 220d, or KOR 221 (two courses);

2. Third-year language courses (8 credits): JPN 301 and 302, CHI 301 and 302, or KOR 301 and 302 (two courses). Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

3. Six additional courses (24 credits) from the following, at least three of which must be EAL courses (taught in English) including one 200-level literature course in the student's chosen concentration and one seminar. In certain cases, students may enroll in a colloquium or a 200-level literature course for seminar credit with permission of the instructor.

Advanced Language Courses:
Fourth-year language courses

Courses taught in English:
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 The Chinese Literary Tradition (topic course)

EAL 235 How Poems Mean in China and the West
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature
EAL 242 Modern Japanese Literature
EAL 251 Modern Korean Literature
EAL 252 The Korean Literary Tradition (topic course)
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics in East Asian Literatures

Honors

Director: Thomas Rohlich

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: same as for the EAL major plus the thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

The Minor

Advisers: Members of the Department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages but will have the option of being exposed to the other courses in the department.

Requirements: The first year of Chinese (CHI 110d or CHI 120d), Japanese (JPN 110d), or Korean (KOR 110d or KOR 121) is a prerequisite for admission. The minor will consist of a total of six courses (24 credits) in the following distribution:

1. Chinese II (CHI 220d), Japanese II (JPN 220d), or Korean II (KOR 220d).
2. Four courses, at least two of which must be EAL courses, chosen from the following:
   EAL 100 The Literary Traditions of East Asia: China, Japan and Korea
   EAL 231 The Culture of the Lyric in Traditional China
   EAL 232 Modern Chinese Literature
   EAL 233 The Chinese Literary Tradition: The Evolution of Chinese Fiction
   EAL 235 Mimesis, Metaphor and Ineffability
   EAL 236 Modernity: East and West
   EAL 240 Japanese Language and Culture
   EAL 241 Traditional Japanese Literature
   EAL 242 Modern Japanese Literature
   EAL 251 Modern Korean Literature
   EAL 252 The Korean Literary Tradition
   EAL 261 Major Themes in Literature: East-West Perspectives
   EAL 360 Seminar: Topics on East Asian Literatures
   EAL 400 Special Studies
   CHI 301 Chinese III
   CHI 302 Chinese III
   CHI 350 Advanced Readings in Chinese Literature II
   JPN 301 Japanese III
   JPN 302 Japanese III (a continuation of 301)
   JPN 350 Contemporary Texts
   KOR 301 Korean III
   KOR 302 Korean III (a continuation of 301)
   KOR 350 Advanced Studies in Korean Language and Culture

In addition to the courses offered at Smith, courses offered at the other four colleges and in junior year abroad programs may be taken for credit toward the requirement, with the restriction that the number of courses taken away from Smith toward the minor be limited to three. Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the minor and must seek final approval for the courses upon their return.

East Asian Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

East Asian Studies Advisory Committee

*[1]Daniel K. Gardner, Professor of History
Marylin Rhie, Professor of Art and of East Asian Studies, *Director of the Program in East Asian Studies*
Peter Gregory, Professor of Religion and of East Asian Studies
Dennis Yasutomo, Professor of Government
†[1]Robert Eskildsen, Assistant Professor of History

Participating Faculty

Hongchu Fu, Lecturer in East Asian Languages and Literatures
Steven M. Goldstein, Professor of Government
†[2]Jamie Hubbard, Yehan Numata Lecturer in Buddhist Studies
Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures
Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
Thomas Rohlich, Associate Professor of East Asian Languages and Literatures
†[1]Paula Varsano, Assistant Professor of East Asian Languages and Literatures

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218 (C) Thought and Art in China
{H/A} 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)

Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times.
Offered Spring 2000

Medieval Thought and Art in China
A survey of medieval Chinese thought and its expression in the visual arts during the T'ang and Sung dynasties (7th–13th c). Open to first-year students by permission of the instructors only.
Offered Spring 2001

HST 220 (L) Japan from Ancient Times to the 18th Century
Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance, and the rise of the commoner class. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2000

HST 221 (L) Modern Japan
A survey of 19th- and 20-century Japanese history. Topics include social and economic change in the late Tokugawa period, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, the birth of mass culture, world war, postwar recovery, and contemporary challenges. **{H}** 4 credits
Robert Eskildsen
Offered Spring 2001

HST 222 (C) Aspects of Japanese History
Topic: The Meiji Restoration. An examination of the revolutionary transformation of Japanese society during the 19th century. Topics include economic development and political strife; the foreign crisis at mid-century that unleashed a destabilizing power struggle; civil war and the creation of a new political order; and the far-reaching changes to political, economic and social institutions during the second half of the century. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2000

GOV 228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 1999, Fall 2000

270 Colloquium in East Asian Studies
Topic: Art of Korea
Architecture, sculpture, painting and ceramic art of Korea from Neolithic times to the 18th century. **{A/H}** 4 credits
Marylin Rhie
Offered Fall 1999

REL 273 Colloquium in East Asian Religions
Topic: Taoism
Careful reading and analysis of the two classical Taoist texts, Lao-tzu and the Chuang-tzu (in English translation). Examination of the development of Taoism as religion in China. **{H}** 4 credits
Peter Gregory
Offered Spring 2001

275 Colloquium: Japan–United States Relations
Analysis of political, economic, cultural and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. **{S}** 4 credits
Dennis Yasutomo
Offered Spring 2000, Spring 2001

279 Colloquium: The Art and Culture of Tibet
The architecture, painting and sculpture of Tibet are presented within their cultural context from the period of the Yarlung dynasty (seventh century) through the rule of the Dalai Lamas to the present. **{A/H}** 4 credits
Marylin Rhie
Offered Fall 2000

HST 292 The 19th-Century Crisis in East Asia
Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. **{H}**
Robert Eskildsen
Offered Spring 2001

GOV 348 Seminar in International Politics
Topic: Conflict and Cooperation in Asia
The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 1999, Fall 2000

GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Spring 2000, Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Minor

Advisers: Robert Eskildsen, Daniel K. Gardner, Marylin Rhie, Dennis Yasutomo.

The interdepartmental minor in East Asian studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China, Japan and Korea. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the

humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese, Japanese or Korean language (CHI 110d, CHI 120d, JPN 110d, KOR 110d, KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese, Japanese, or Korean language (CHI 220d, JPN 220d, or KOR 220d); *and*
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:
   I. East Asian art, literature, religion or other humanities;
   II. East Asian history, government, economics or other social sciences.

Division I

ARH 101 Buddhist Art
ARH 124 The Art of Japan
ARH 222 The Art of China
ARH 375 Studies in Asian Art
EAL 100 The Literary Tradition of East Asia: China, Japan and Korea
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 235 Mimesis, Metaphor and Ineffability: How Poems Mean in China and the West
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature
EAL 242 Modern Japanese Literature
EAL 251 Modern Korean Literature
EAL 252 The Korean Literary Tradition
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics on East Asian Literature
EAS 270 Colloquium in East Asian Studies
EAS 279 The Art and Culture of Tibet
EAS 380 Seminar in East Asian Art
HST 218 Thought and Art in China
REL 110 Politics of Enlightenment
REL 272 Buddhist Thought
REL 273 Colloquium in East Asian Religions
REL 279 Colloquium in Buddhist Studies
REL 280 Japanese Buddhism
REL 282 Readings in Chinese Buddhist Texts
REL 372 Problems in Buddhist Philosophy

Division II

EAS 250 Contemporary Japan
EAS 275 Colloquium: Japan–United States Relations
EAS 279 The Art and Culture of Tibet
GOV 228 The Government and Politics of Japan
GOV 230 The Government and Politics of China
GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349 Seminar in International Relations and Comparative Politics
GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
HST 211 The Emergence of China
HST 212 China in Transformation, A.D. 700–1900
HST 213 Aspects of Chinese and Japanese History: The Intellectual Foundations of China
HST 214 Aspects of Chinese History: Religious Practice in China
HST 218 Thought and Art in China
HST 219 Modern Korea
HST 220 Japan From Ancient Times to the 18th Century
HST 221 Modern Japan
HST 222 Aspects of Japanese History: The Meiji Restoration Society
HST 292 The 19th-Century Crisis in East Asia
HST 317 Topics in Chinese History

Additionally, opportunities are available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Robert T. Averitt, Ph.D.
Frederick Leonard, Ph.D.
†[1]Mark Aldrich, Ph.D.
Andrew Zimbalist, Ph.D.
Randall Bartlett, Ph.D.
†[2]Robert Buchele, Ph.D.
Roger T. Kaufman, Ph.D.
Karen Pfeifer, Ph.D.
*[1]Elizabeth Savoca, Ph.D.
Deborah Haas-Wilson, Ph.D.

Associate Professors
†[1]Charles P. Staelin, Ph.D.
Thomas A. Riddell, Ph.D.
*[2]Nola Reinhardt, Ph.D., *Chair*
*[1]Mahnaz Mahdavi, Ph.D.

Assistant Professors
James Miller, Ph.D., J.D.
Matthew Morey, Ph.D.

Instructor
Anita Dancs, M.A.

Senior Laboratory Instructor
Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253 and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

General Courses

123 Real World Economics
This course presents essential economic concepts in lay English using a modicum of mathematics, and is intended for the concerned citizen-student who has never taken, and may never again take, a course in economics. Applies economic reasoning to some of the most pressing issues of our times, including poverty and welfare reform, health care costs and delivery, environmental damage and restoration, economic growth, federal government budget debates, and the U.S. role in the international economy. May not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors. **{S}** 4 credits
Robert Buchele
Offered Spring 2000

150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation and poverty. **{S}** 4 credits
Members of the Department
Offered both semesters each year

153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short- and long-run effects of continued budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course

will focus on what, if any, government (monetary and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth, and rising real wages. **{S}** 4 credits
Members of the Department
Offered both semesters each year

190 Introduction to Statistics for Economists
The fundamental problems in summarizing, interpreting and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of microcomputers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended. **{S/M}** 4 credits
Robert Buchele, Andrew Zimbalist, Molly Robinson (Social Sciences)
Offered both semesters each year

227 Mathematical Economics
The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, ECO 253 and 250 or permission of the instructor. **{S/M}** 4 credits
Roger Kaufman
Offered Spring 2000, Fall 2000

229 Modeling Dynamical Economic Systems
An investigation of economic dynamics through the construction, use and evaluation of dynamic economic models, both abstract and empirically based. Examples focus on microeconomic and macroeconomic simulations of issues relevant to public policy, such as market formation and performance, environmental protection, urban decay, international capital flows, financial controls, and the limits to growth. Techniques include differential and difference equations, agent-based systems and genetic algorithms. Prerequisites: 250, 253, 190 and MTH 111 or 114, or permission of the instructor. Offered in alternate years. **{S/M}** 4 credits
Charles Staelin
Offered Fall 2000

Economic Theory

250 Intermediate Microeconomics
Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance, and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisite: 150. **{S}** 4 credits
Deborah Haas-Wilson, James Miller, Charles Staelin
Offered Fall 1999, Fall 2000, Spring 2001

253 Intermediate Macroeconomics
A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits
Roger Kaufman, Frederick Leonard, Elizabeth Savoca
Offered Fall 1999, Spring 2000, Fall 2000

256 Marxian Political Economy
Fundamentals of the Marxian theory of historical materialism, value and surplus value, accumulation and crisis, and the role of government in capitalist society; supplementary readings applying Marxian theory to the analysis of contemporary American capitalism. Prerequisites: 150 and 153. **{S}** 4 credits
Karen Pfeifer
Offered Spring 2000

270 History of Economic Thought
A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. **{H/S}** 4 credits
Robert Averitt
Offered Spring 2000, Spring 2001

280 Econometrics
Applied regression analysis. The specification and estimation of economic models, hypothesis test-

ing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153 and 190 and MTH 111. **{S/M}** 4 credits
Elizabeth Savoca
Offered Spring 2000, Spring 2001

333 Seminar: Free Market Economics
The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. **{S}** 4 credits
Frederick Leonard
Offered Fall 1999, Fall 2000

The American Economy

217 Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. **{S}** 4 credits
James Miller
Offered Fall 1999, Fall 2000

222 Women's Labor and the Economy
An examination of the impact of changing economic conditions on women's work and the effect of women's work patterns on the economy. Major topics include wage differentials, occupational segregation, labor force participation, education and women's earnings, women and poverty, and the economics of child care. Strategies for improving women's economic options. Prerequisite: 150 and 190. **{S}** 4 credits
Mark Aldrich
Offered Spring 2001

224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits
Mark Aldrich
Offered Spring 2001

230 Urban Economics
An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153. **{S}** 4 credits
Randall Bartlett
Offered Spring 2000, Spring 2001

245 Economics of Corporate Finance
An investigation of the economic foundations for investment, financing and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them, are emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. **{S}** 4 credits
Mahnaz Mahdavi, Matthew Morey
Offered Spring 2000, Fall 2000

275 Money and Banking
American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. **{S}** 4 credits
Robert Averitt
Offered Fall 1999, Fall 2000

285 American Economic History: 1870–1990
Major topics include the economic results of Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post–World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. **{H/S}** 4 credits
Mark Aldrich
Offered Fall 2000

327 Seminar: Economic Methodology
{S} 4 credits

Inequality
The causes and consequences of economic inequality. The role of social class, IQ and education. Why is wealth and income inequality greater in the United States than in other advanced capitalist countries, and why has it increased in the 1980s and '90s? Does the neoclassical assumption of exclusively self-interested "economic man" correctly model human behavior (do people care about "fairness")? Is there a "tradeoff" between equality and economic growth?
Robert Buchele
Offered Fall 1999

Topic: To be announced
Robert Averitt
Offered Fall 2000

331 Seminar: The Economics of Professional Sports
This seminar will explore the economics of professional sports in the United States. Issues of antitrust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits
Andrew Zimbalist
Offered Fall 1999, Spring 2001

341 Economics of Health Care
An examination of current economic issues in the health care industry, including the determinants of the supply of and demand for health and health care services, the growth of managed care, the implications of increasing competition in markets for physician services, hospital services, and health care financing, the challenges involved in defining and measuring health care quality, and the role of government in the health care industry. Prerequisites: 250 and 190 or permission of the instructor. **{S}** 4 credits
Deborah Haas-Wilson
Offered Spring 2001

International and Comparative Economics

202 The Political Economy of World Geography
Is the world's population growing too fast for its resource base? What are the economic dimensions of global environmental degradation? Are there efficient solutions to the problems of deforestation, the buildup of toxic wastes, the depletion of the ozone layer, and global warming? Can cultural identities survive the onslaught of economic development? This course will focus on developing a basic understanding of world geography, global interdependence, and the political economy of the world system for responsible citizenship in the 21st century. Prerequisite: 150 or 153 or permission of the instructor. **{S}** 4 credits
Anita Dancs
Offered Spring 2000

205 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits
Matthew Morey
Offered Fall 1999, Fall 2000

206 International Finance
An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits
Mahnaz Mahdavi
Offered Spring 2000, Spring 2001

208 European Economic Development
Focus on the development of the European economy, 1914–present, and the economics of the emerging European Union. Background examination of the origins of "the European miracle" and the evolution of the industrial revolution in Western Europe since 1800. Attention to the role of women's labor, geopolitical factors, and the expansion of international trade and capital investment. Some comparison to Eastern Europe, Japan and the Asian economies. Prerequisites: 150 and 153 or permission of the instructor. **{H/S}**
4 credits
Karen Pfeifer
Offered Fall 2000

209 Comparative Economic Systems
Survey of leading types of economic systems; considers contrasting roles of private and government sectors and variation in institutions. Analysis of Russia and East Europe's current successes and problems, as compared with China, Japan and mixed capitalist economies such as Sweden, as well as with the United States and Western Europe. Comparison of economic performance stressing distributional equity as well as allocative efficiency and economic growth. Prerequisite: 150. **{S}**
4 credits
Karen Pfeifer
Offered Spring 2000, Spring 2001

211 Economic Development
An overview of major economic issues in the Third World (Asia, Latin America, Africa and the Middle East). Examines theory, institutions and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy, and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. **{S}**
4 credits
Nola Reinhardt, Matthew Morey
Offered Fall 1999, Fall 2000

213 The World Food System
Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. **{S}** 4 credits
Nola Reinhardt
Offered Spring 2001

214 Economies of the Middle East and North Africa
An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. **{S}** 4 credits
Karen Pfeifer
Offered Fall 1999

243 Economics of the Public Sector
An investigation into the economic role of the public sector; decision-making mechanisms and implications for resource allocation especially as pertains to business and other interest groups. Market failure, government failure. An examination of expenditure and tax analysis. Analytical tools applied in a comparative approach involving the United States and other countries, examining policy issues such as budget deficits, education, social security, welfare, military spending and business subsidies. Prerequisite: 250 or permission of the instructor. **{S}** 4 credits
Anita Dancs
Offered Spring 2000

305 Seminar: International Trade and Commercial Policy
The latest globalization of the world economy has created both boom and crisis. This seminar will explore selected topics relating to the increased openness of national borders to the flow of goods and services, labor and real capital. Possible topics include regional integration schemes, the political economy of commercial policy in a global economy, the collapse of the Asian and Russian

economies in the late 1990s, the growth of direct foreign investment, the plight of the developing world in an open world economy, and the relationships between trade, international trade organizations and national sovereignty. Prerequisite: 205. {S} 4 credits
Charles Staelin
Offered Spring 2001

306 Seminar: International Financial Markets
The 1990s is proving to be the decade of international finance and the globalization of financial markets. Some selected topics that illuminate this new integrated world of international financial markets are: foreign exchange systems and markets, international securities, international investment and portfolio management. Prerequisites: 206, 245, 190. Recommended: 280. {S} 4 credits
Mahnaz Mahdavi
Offered Spring 2000

309 Seminar: Topics in Comparative Economic Systems
{S} 4 credits

Eastern European Economic Transition
Analyzes the process of transition from command to market economies in the context of regional historical, political and economic changes since the end of World War I. Emphasizes the process of economic reform, political democratization, and construction of market economy, through regional analysis and country case studies. Prerequisite: 250 or 253. {S} 4 credits
Anita Dancs
Offered Fall 1999

South Asia
Prerequisite: 250 or 253. {S} 4 credits
Matthew Morey
Offered Spring 2000, Spring 2001

310 Seminar: Comparative Labor Economics
Topic: To be announced
{S} 4 credits
To be announced
Offered Spring 2001

311 Seminar: Topics in Economic Development
Topic: Economic Development in East Asia
In recent decades, many East Asian economies have experienced remarkable economic growth. This seminar will explore the nature of these "miracle economies." Has economic growth been coupled with equity? What are the causes of the high growth rates and recent collapse and is growth sustainable? Topics include trade, finance, industrial policies, industrial relations, business organization, technological development, and international financial inflows. Prerequisites: 211, and 250 or 253. {S} 4 credits
Nola Reinhardt
Offered Spring 2000

318 Seminar: Latin American Economics
Examines the history of Latin American economic development. Considers the current structure and potential for development of the Latin American economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. {S} 4 credits
Nola Reinhardt
Offered Spring 2001

404 Special Studies
Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's "Handbook for Prospective Majors." 8 credits
Full-year course; offered each year

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, James Miller, Karen Pfeifer, Nola

Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Karen Pfeifer.

Basis: 150 and 153.

Requirements: 10 semester courses including the basis, 190, 250, 253 and one 300-level course (or honors thesis) taken at Smith or in the Five Colleges.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics. Students with AP or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Roger Kaufman.

Basis: 150 and 153.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: 10 semester courses including the basis, 190, 250, 253, and a thesis counting for eight credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: Honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1], * [2]Raymond A. Ducharme, Jr., Ed.D.
Alan L. Marvelli, Ed.D.
** [2]Sue J. M. Freeman, Ph.D.
†[2]Alan N. Rudnitsky, Ph.D.

Associate Professor
Rosetta Marantz Cohen, Ed.D., *Chair*

Assistant Professor
Susan M. Etheredge, Ed.D.

Instructor
Sam Intrator, M.A.

Lecturers
Lawrence Fink, Ed.D.
Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Bruce E. Willard, Ed.D.
Diane Stone, M.A.

Teaching Fellows
Rebecca B. Amaral, B.A.
Jennifer A. Azzariti, A.B.
Kim M. Casalena, A.B.
Isabel H. Cooney, A.B.
Joanna K. Marvelli, A.B.
Carie D. Nyman, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools are urged to consult the department as early as possible during their college career.

340 Historical and Philosophical Perspectives and the Educative Process
A colloquium integrating foundations, the learning process, and curriculum. Open only to senior majors. **{S}** 4 credits
Raymond Ducharme
Offered Fall 1999, Spring 2001

Historical and Philosophical Foundations

110 Change and Challenge in American Education
Changes and current issues in American education are examined from historical, philosophical, psychological and socio-political perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. **{S}** 4 credits
Sam Intrator
Offered Spring 2000, Spring 2001

222 Modern Educational Classics
The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey and others in the modern tradition in schooling and society. **{S}** 4 credits
Rosetta Cohen
Offered Spring 2001

236 American Education
Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. **{S}** 4 credits
Rosetta Cohen
Offered Spring 2000

336 Seminar in American Education
Topic: Books, Mortar and Technology: A new high school for the 21st century. Through research and

on-site visits, seminar students will develop an understanding of the forces that motivate and direct high school curriculum, physical plant and facilities. These forces include educational theory, political considerations and economic realities. The goal is for each student to personally evaluate the strengths and weaknesses of the projected plans for Northampton High School, during its construction, in light of the perceived needs and aspirations of the 21st century. **{S}** 4 credits
Lawrence Fink
Offered Spring 2000

100 The American Teacher
This course will examine the experience of the public school teacher in America, from the early 19th century to the present. The goal of the course is to consider the profession from a range of socio-historical perspectives, and to understand the roots of its status as "special, but shadowed." Topics to be discussed include the feminization of teaching, the rise of unions, the radicalization of the profession in the 1960s, and the recent attempts to elevate the teacher's professional status. Students will explore the work and lives of teachers through sociologies of the profession, teacher diaries and autobiographies, literary depictions of the teacher, and ethnographies of classroom life. **{H/S}** 4 credits
Rosetta Cohen
Offered Fall 1999, Fall 2000

552 Perspectives on American Education
Required of all candidates for the M.A., the Ed.M. and the M.A.T. degrees. 4 credits
Raymond Ducharme
Offered Fall 1999, Spring 2001

Sociological and Cultural Foundations

200 Education in the City
Education problems of the inner city considered in the context of schools, teachers, students and community. **{S}** 4 credits
Sam Intrator
Offered Fall 1999, Fall 2000

232 Foundations of Secondary Education
A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum and contemporary problems. Directed classroom observation. Not open to first-year students. **{S}** 4 credits
Rosetta Cohen
Offered Spring 2000, Spring 2001

234 Modern Problems of Education
Topic: The Contemporary Crisis in Education: The Public Schools and Alternatives
{S} 4 credits
Sam Intrator
Offered Fall 1999, Fall 2000

237 Comparative Education
The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. **{S}** 4 credits
Sam Intrator
Offered Fall 2000

341 The Child in Modern Society
This course examines the experience of childhood in modern society and the ways that it is shaped by the interplay of family, schooling and the wider culture. Sociocultural influences on philosophies of education and their implementation across cultures will be explored through models of education such as the Italian Reggio Emilia and Pistoian approaches, Head Start, public and private childcare initiatives in the United States. Students are expected to spend one additional hour per week in study group discussions and observing in schools. Prerequisite: 235 or permission of the instructor. **{S}** 4 credits
Susan Etheredge
Offered Fall 2000

Learners and the Learning Process

235 Child and Adolescent Growth and Development
A study of theories of growth and development of children from birth through adolescence; basic

considerations of theoretical application to the educative process and child study. Directed observations in a variety of child-care and educational settings. **{S}** 4 credits
Janice Gatty
Offered both semesters each year

238 Educational Psychology
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships, and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. **{S/N}** 4 credits
Alan Rudnitsky
Offered Spring 2000, Spring 2001

239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits
Sue Freeman
Offered Fall 1999

248 Individuals with Disabilities
A study of current ideas and trends in the educational, political and social community of exceptional children and adults. Focus on issues and experiences that transcend specific disabilities through examination of case studies. **{S}** 4 credits
Sue Freeman
Offered Fall 2000

249 Children Who Cannot Hear
Educational, social, scientific and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. **{S}** 4 credits
Alan Marvelli
Offered Spring 2000, Spring 2001

350 Learning Disabilities
Critical study of various methods of assessment and treatment of learning disabilities. Opportunity to work with children with learning problems. **{S}** 4 credits
Sue Freeman
Offered Spring 2000

510 Human Development and Education
This course examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies. Students study the complex ways that individual and sociocultural elements interact in the formation of mind, body and spirit from infancy through adolescence. Bridging theory and practice in the fields of human development and education is the primary focus of this course. 4 credits
Susan Etheredge
Offered Spring 2000, Fall 2000

Curriculum and Instruction

231 Foundations and Issues of Early Childhood Education
The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations, and a prepracticum in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare and contrast a variety of programs and models in early childhood education. **{S}** 4 credits
Susan Etheredge
Offered Fall 1999

332 Children's Literature
In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. **{S}** 4 credits
Susan Etheredge
Offered Spring 2000, Fall 2000

333 Information Technology and Learning
This course examines the design, use and effects of educational technology. Particular attention is paid to how computers can be used to best structure, present and influence learner interaction with information. To consider these questions, students will learn a variety of applications. These will include the use of and design for the World Wide Web, multimedia authoring, semantic networking, and the logo computer language. While the course requires extensive work with computers, it is intended for beginners with an interest in teaching and learning. Permission of the instructor is required. {S} 4 credits
Alan Rudnitsky
Offered Fall 1999

338 Children Learning to Read
This course examines teaching and learning issues related to the reading process in the preschool and elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions, and fieldwork. {S} 4 credits
Susan Etheredge
Offered Spring 2001

347 Individual Differences Among Learners
Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisites: 235 and 238 and permission of the instructor. {S} 4 credits
Sue Freeman
Offered Spring 2000, Fall 2000

305 The Teaching of Visual Art
Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous visual arts experience. A practicum involving classroom teaching is required. Admission by permission of the instructor. {S/A} 4 credits
Cathy Topal
Offered Spring 2000, Spring 2001

345d Preschool and Elementary Curriculum and Methods
A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b, grade of B– or better in education courses. Admission by permission of the department. Preregistration meeting scheduled in April. {S} 12 credits
Susan Etheredge (Fall); Alan Rudnitsky (Spring)
Full-year course; offered each year

346 Reflective Practice in Secondary Schools
Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. {S} 4 credits
Rosetta Cohen, Sam Intrator
Offered both semesters each year

ENG 490 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and seniors only. {L} 4 credits

HST 490 Teaching History
Discussion of primary sources and ways of using and interpreting them in high school history courses. The first half of the semester will be devoted to developing a course unit on a specific topic. The second half will consider additional types of source materials from a range of times and places in human history. Seminar: enrollment limited to 15. {S} 4 credits
Neal Salisbury, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second language acquisition, syllabus design and preparation, criteria for

textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. **{F}** 4 credits

548 Student Diversity and Classroom Teaching
An examination of difference, including cognitive and affective development, race, ethnicity, sex, class and their consideration in teaching and learning. Also, special needs and the multilanguage classroom as factors in classroom teaching and student learning. Research and field work required. **{S}** 4 credits
Sue Freeman
Offered Fall 1999, Fall 2000

554 Cognition and Instruction
A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
Alan Rudnitsky
Offered Fall 1999, Spring 2001

FRN 559 The Teaching of French
Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to students preparing for teacher certification. **{F}** 4 credits

Smith College and Clarke School for the Deaf Graduate Teacher Education Program

Foundations of Education of the Deaf

564 Perspectives on the Education, Guidance and Culture of the Deaf
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits
Alan Marvelli

568 Psychology of Exceptional Children
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits
Yvonne Mullen

Speech Science and Audiology

565 Hearing, Speech and Deafness
4 credits
Hollis Altman and Arthur Boothroyd

Part I. Nature of Sound
Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication
Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills.

566 Audiometry, Hearing Aids and Auditory Training
Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills. 2 credits
Hollis Altman

Language and Communication

561 Developing Auditory/Oral Communications in Deaf Children
A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Patricia Blinn

562 Developing Language Skills in Deaf Children
Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Pamela Paskowitz

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf
Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits
Members of the Faculty

Student Teaching

569 Observation and Student Teaching
A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits
Members of the Faculty

Education of the Deaf

571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits
Ruth P. Moore
Offered Spring 2000

572 The Deaf Child: 0–5 Years
The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty

Special Studies

400 Special Studies
1 to 4 credits
Offered both semesters each year

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in the Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Rosetta Cohen.

Director of Teacher Education: Rosetta Cohen.

Teacher/Lecturers—Elementary and Early Childhood Program
Barbara Baker, Ed.M.
Gina Bordoni-Cowley, M.Ed.
Marria Q. Carrington, Ed.M.
Elizabeth Cooney, A.B.
Michelle S. Dilts, B.S.
Katherine First, M.Ed.
Marie A. Frank, M.Ed.
Martha N. Guzowski, B.S.
Rita F. Harris, B.S.
Janice Henderson, Ed.M.
Julie R. Robinson, Ed.M.
Janice Marie Szymaszek, Ed.M.
Gary A. Thayer, B.A.
Barry J. Wadsworth, Jr., M.A.T.
Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

Requirements for Programs Leading to Teacher Certification

Secondary Teacher (9–12) in the following fields:

English
History
Social Studies
French
Spanish
Physics
Mathematics
Biology
Chemistry
Earth Science
General Science
Visual Art

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:
  EDC 232 Foundations of Secondary Education
  EDC 235 Child and Adolescent Growth and Development
  EDC 238 Educational Psychology
  EDC 347 Individual Differences Among Learners
  EDC 346 Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology
- complete the following courses in Education and Child Study:
  EDC 556 Learning in Classrooms (Summer Program)
  EDC 559 Clinical Internship in Teaching I (Summer Program)
  EDC 559 Clinical Internship in Teaching II
  EDC 552 Perspectives on American Education
  EDC 548 Student Diversity and Classroom Teaching
  EDC 510 Human Development and Education
  or
  EDC 554 Cognition and Instruction
  Four advanced courses in the subject area

Elementary Teacher (1–6) and Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline

- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:
  EDC 235 Child and Adolescent Growth and Development
  EDC 238 Educational Psychology
  EDC 347 Individual Differences Among Learners
  EDC 345d Preschool and Elementary Curriculum and Methods
- one course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)
- one course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessment of subject matter knowledge in early childhood education (for Early Childhood Teacher)
- completion of the following courses in Education and Child Study:
  EDC 556 Learning in Classrooms (Summer Program)
  EDC 559 Clinical Internship in Teaching I (Summer Program)
  EDC 559 Clinical Internship in Teaching II
  EDC 552 Perspectives on American Education
  EDC 548 Student Diversity and Classroom Teaching
  EDC 510 Human Development and Education
  EDC 554 Cognition and Instruction
- Two electives—selected to address assessed needs in specific areas of competence

a. Special Needs

Adviser: Sue Freeman.

EDC 248 Individuals with Disabilities
EDC 249 Children Who Cannot Hear (e)
EDC 339 Reading Problems in School Learning (e)
EDC 347 Individual Differences Among Learners (e)
EDC 350 Learning Disabilities (e)
EDC 353 Education of the Gifted (e)

b. Child Development/Early Childhood

Adviser: Susan Etheredge.

EDC 231 Foundations and Issues of Early Childhood Education
EDC 341 The Child in Modern Society (e)
EDC 345d Preschool and Elementary Curriculum and Methods (e)
EDC 347 Individual Differences Among Learners (e)

c. Learning and Instruction

Adviser: Alan Rudnitsky.

EDC 232 Foundations of Secondary Education (e)
EDC 333 Information Technology and Learning (e)
EDC 338 Children Learning to Read (e)
EDC 345d Preschool and Elementary Curriculum and Methods (e)
EDC 356 Curriculum Principles and Design (e)
EDC 540 Critical Thinking and Research in Education (e)
EDC 554 Cognition and Instruction (e)

d. Secondary Teaching

Advisers: Raymond Ducharme, Rosetta Cohen.

EDC 232 Foundations of Secondary Education
EDC 346 Reflective Practice in Secondary Schools
EDC 347 Individual Differences Among Learners (e)
• One course from Historical and Philosophical Foundations

e. Education Studies

Advisers: Raymond Ducharme, Rosetta Cohen.

This minor does not require EDC 235 and EDC 238.

Six courses from:
EDC 120 Education and the Liberal Arts
EDC 221 Classical Education
EDC 222 Modern Educational Classics
EDC 232 Foundations of Secondary Education
EDC 234 Modern Problems of Education
EDC 236 American Education
EDC 237 Comparative Education
EDC 336 Seminar in American Education

Student-Initiated Minor

Requirements: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen.

431 Thesis
8 credits
Offered first semester each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: those listed in the major; thesis (431, 432d) pursued either in the first semester of or throughout the senior year. An examination in the candidate's area of concentration.

Graduate

Advisers: Members of the Department.

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education
Offered both semesters each year

554 Cognition and Instruction

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching II
4 credits
Offered both semesters each year

567 English Language Acquisition and Deafness

580 Advanced Studies
Open to seniors by permission of the department.
4 credits
Members of the Department

Engineering

Visiting faculty and some lecturers are generally appointed for a limited term.

Students interested in the study of engineering at Smith may consider: (1) obtaining a minor in one of the subfields of engineering described below; (2) completing a 3–2 dual degree program, leading to a B.A. from Smith College in the fourth year, and a B.S. or B.E. from the partner institution in the fifth year; or (3) obtaining a major in engineering, beginning with the class of 2004.

The major in engineering will be first available to students entering in fall 2000, at which time two engineering classes will be offered at Smith College. Beginning in fall 1999, however, the Introduction to Engineering course will be offered at Smith on a regular basis. This course is intended not only for engineering majors but also for all students interested in learning about engineering as a discipline.

Each minor involves a number of introductory courses at Smith, as well as typically three to four courses in the School of Engineering at the University of Massachusetts. The interested student should consult the appropriate minor adviser who can provide further information and assistance in putting together her minor program.

Partner institutions for the 3–2 programs include the Thayer School of Engineering at Dartmouth College and the School of Engineering at the University of Massachusetts in Amherst. Dartmouth offers a B.E. in general engineering, while UMass offers the B.S. degree in one of the traditional engineering subfields. Students interested in a dual degree program should be aware that since the programs are very competitive, they need to prepare adequately in their first two years at Smith for their junior year at the partner institution, particularly by taking appropriate math and physics courses early on. They should also consult as soon as possible with one of the engineering 3–2 program advisers from the list below.

Engineering 3–2 Program Advisers: Ruth Haas (Mathematics), Dominique Thiébaut (Computer Science), Doreen Weinberger (Physics), Malgorzata Zielinska-Pfabé (Physics).

100 Designing the Future: An Introduction to Engineering
Introduction to engineering through participation in a complete design project. Students work in teams under the supervision of course instructor(s) starting with choosing a project, developing its specifications, building and testing a prototype. 1999/2000 projects will be related to the theme "Designing Intelligent Robots." Lectures will correspond to the theme and to general problem solving strategies. Laboratories will be structured around the student's project. Prerequisite: MTH 111 or permission of the instructor. Enrollment limited to 16. (E) **{N}** 4 credits
Ileana Streinu (Computer Science), Doreen Weinberger (Physics)
Offered both semesters each year

The Minor

Chemical Engineering

Adviser: Kenneth Hellman.

Limited to majors in chemistry or physics. This minor is appropriate for a student with an interest in the application of chemistry. It will prepare the student to pursue chemical engineering in a school of engineering, or offer an exposure to an applied view of chemistry. Prerequisite: MTH 212.

Requirements: (at Smith) CHM 111, PHY 115 and 116, and MTH 225; (at UMass) CHE 225, CHE 226, plus either CHE 325 or CHE 330.

Civil Engineering

Adviser: Robert Newton (Geology).

The civil engineering minor is for science majors. The major areas of civil engineering include geotechnical, structural, hydraulic, transportation, construction and environmental. Prerequisite: MTH 212.

Requirements: (at Smith) MTH 222 and PHY 115 and 116; (at UMass) CE 240 Statics; plus any two of the following Civil Engineering courses: CE 241 Strength of Materials; CE 310 Transportation Systems; CE 320 Soil Dynamics; CE 342 Dynamics; CE 357 Elementary Fluid Mechanics; CE 360 Engineering Hydraulics.

Computer Engineering

Adviser: Dominique Thiébaut (Computer Science).

The goal of this minor is to provide a background in computer engineering. Prerequisites: CSC 111, MTH 112 and MTH 153.

Requirements: (at Smith) PHY 115, 116 and CSC 231; (at UMass) ECE 211, ECE 214 and ECE 221.

Electrical Engineering

Adviser: Dominique Thiébaut (Computer Science).

The goal of this minor is to provide a background in electrical engineering. Prerequisites: PHY 115, 116 and MTH 112.

Requirements: (at Smith) any two of: PHY 214, PHY 224 or MTH 212; (at UMass) ECE 211, ECE 212 and ECE 214.

Industrial Engineering and Operations Research

Advisers: Deborah Haas-Wilson (Economics), Ruth Haas (Mathematics).

The goal of this minor is to provide a mathematical approach to understanding the operation of organizational systems. Prerequisites: MTH 112, 211 and ECO 150.

Requirements: (at Smith) CSC 111, and MTH 245 or ECO 190, plus either MTH 247 or ECO 280; (at UMass) MIE 379 and MIE 380, plus one additional approved MIE course.

Mechanical Engineering

Advisers: Malgorzata Zielinska-Pfabé (Physics), Doreen Weinberger (Physics).

This minor will typically be pursued by the physics major interested in a mechanical engineering career. The goal of this minor is to provide some basic mechanical engineering background within the physics major framework.

Requirements: (at Smith) PHY 115 and 116, PHY 210 and 211; (at UMass) ME 210, ME 211 and ME 230.

English Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[2]Harold Lawrence Skulsky, Ph.D.
Dean Scott Flower, Ph.D.
William Allan Oram, Ph.D.
Jefferson Hunter, Ph.D.
Douglas Lane Patey, Ph.D.
*[1]Charles Eric Reeves, Ph.D.
Ronald Russell Macdonald, Ph.D.
Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature)
Sharon Cadman Seelig, Ph.D., *Chair*
**[2]Michael Gorra, Ph.D.
†[2]Richard Millington, Ph.D.

Elizabeth Drew Professor
Sigrid Nunez, M.F.A.

Grace Hazard Conkling Writer-in-Residence
Jack Gilbert, M.A.

Associate Professors
**[2]Nora F. Crow, Ph.D.
**[1]Patricia Lyn Skarda, Ph.D.
Craig R. Davis, Ph.D.
Gillian Kendall, Ph.D.
Nancy Mason Bradbury, Ph.D.

Assistant Professors
Cornelia Pearsall, Ph.D.
†[1]Luc Gilleman, Ph.D.
†[2]Ambreen Hai, Ph.D.
Floyd Cheung, Ph.D.

Visiting Assistant Professor
Janis Greve, Ph.D.

Lecturers
**[2]Robert Ellis Hosmer, Jr., Ph.D.
*[1]Ann E. Boutelle, Ph.D.
Julio Alves, Ph.D.
Debra L. Carney, M.F.A.
Catherine Carr Lee, Ph.D.
Holly Davis, M.A.
Mary Koncel, M.F.A.
Brian Turner, M.F.A.
Ellen Doré Watson, M.F.A.

Mendenhall Fellow
Lisa Thompson (1999–2000)

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art and theatre.

First-Level Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive four credits each, providing they do not take English 118.

118 Colloquia in Writing
Conducted as writing workshops in sections limited to 15 students each, this course provides systematic practice in reading and writing, with emphasis on academic argumentation. Bilingual students and non-native speakers are especially

encouraged to register for a section taught by Julio Alves. Priority will be given to incoming students in the fall-semester sections. 4 credits
Directors: Julio Alves (Fall 1999); Holly Davis (Spring 2000)
Sections as listed below:

Language, Identity and Culture
Practice in writing essays of observation, analysis and argument. Readings cover a range of subjects from questions of personal identity to public issues of culture and politics. **WI**
Brian Turner
Offered Fall 1999

Diversity, Community and the Complexities of Difference
Reading and writing texts in a variety of forms and genres, emphasizing analysis and argumentation. All texts critically assess contemporary issues of nationality, gender, race, class, ethnicity and/or religion. A strong focus on research. **WI**
Julio Alves
Offered Fall 1999

The Politics of Language
Reading, thinking and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. **WI**
Holly Davis
Offered Fall 1999, Spring 2000

Conflicts and Connections
Writing analytical essays in response to works by international authors on such topics as rites of passage, work, education, race, feminism and social policies. **WI**
Mary Koncel, Debra Carney
Offered Fall 1999

American Identities
Reading and writing texts on identity politics, with readings focusing on the writing of contemporary American women and issues of language and identity. A strong emphasis on academic analysis, argumentation and research. **WI**
Julio Alves
Offered Spring 2000

First-Level Courses in Literature

112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. Three class sessions, led by the director of the Poetry Center and by guest faculty members, will alternate with three readings by visiting poets. Graded Satisfactory/Unsatisfactory only. **{L}**
1 credit
Ellen Doré Watson
Six class meetings, on alternate weeks
Offered Fall 1999, Spring 2000

120 Colloquia in Literature
Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits
Directors: Michael Gorra (Fall 1999); Craig Davis (Spring 2000)

Fiction
A study of the novel, novella and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence and Woolf. **{L} WI**
Robert Hosmer
Offered Fall 1999

Fiction
An interdisciplinary course exploring how narrative can both construct and be drawn from images, by working both with stories told about images and the stories told by images. This section is a Mellon-sponsored course and will involve extensive use of works in the Smith College Museum of Art. **{L} WI**
Cornelia Pearsall
Offered Fall 1999

The Hero and the Adversary
What is a hero? How do definitions of heroism shift from age to age and poem to poem? The

course will consider the nature of heroism in a number of long, hard, fascinating works—epics by Homer, Virgil and Milton, mock-epics by Pope and Byron, and a novel by Virginia Woolf. **{L} WI**
William Oram
Offered Fall 1999

Comic Drama
A study of landmarks in the evolution of the second most ancient form of drama, from its outrageous beginnings in Aristophanes to its transformations in Shakespeare and Ben Jonson and the Reformation comedians, to its dotty exaltation in Wilde, to the reformist optimism of Shaw, to the rendezvous of comedy with tragedy in the modernist theater of Beckett. What (if anything) is comic laughter inviting us to celebrate? Why does comedy so often pit one kind of foxiness (magnanimous) against another (nasty)? Does comedy live on optimism, or can it thrive even in the absence of hope? Is there such a thing as a comic understanding of life? **{L} WI**
Harold Skulsky
Offered Spring 2000

Coming-of-Age Narratives
A study of literature that tells stories of growing up and probes the construction of identity in terms of masculinity, femininity, race and ethnicity. We will look at the narrative conventions of coming-of-age stories across different genre, and investigate the topics of self-conscious, transformative human experience. Readings will include a play by Sophocles; poetry by Wordsworth, Whitman, Dickinson and Plath; novels by Charlotte Brontë and Edwidge Danticat; memoirs by Susanna Kaysen and Tobias Wolff; and stories by Hawthorne, Hemingway, Baldwin, Ann Petry, Gish Jen and Hisaye Yamamoto. **{L} WI**
Janis Greve
Offered Fall 1999

The Gothic in Literature
Terror, guilt and the supernatural in novels, tales and poems from the 18th to the 20th century. Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës and James. **{L} WI**
Nora F. Crow
Offered Fall 1999

Modern Irish Writing
An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanaugh and others. **{L} WI**
Dean Flower
Offered Fall 1999

Race, Empire and English Literature
A study of selected texts in the British literary tradition, foregrounding, in the context of imperial expansion and "discovery," issues of race, representation, nationhood, culture, definition of self and otherness, and the role of literature in creating and consolidating ideologies of power. Texts will range across a variety of genres and periods, including Shakespeare's *Tempest* and *Othello*; Behn's *Oroonoko*; Forster's *A Passage to India*; poetry, prose and fiction by Blake, Macaulay and Kipling; a contemporary novel, and some recent essays. **{L} WI**
Ambreen Hai
Offered Fall 1999

Shakespeare and Film
A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V, Macbeth, A Midsummer Night's Dream, The Taming of the Shrew, The Tempest* and *Hamlet* or *King Lear*. **{L} WI**
Gillian Kendall
Offered Spring 2000

Satire
The aims and techniques of invective, abuse and stylish denunciation in Jonson, Swift, Twain, Waugh, Gibbons and others. **{L} WI**
Douglas Patey
Offered Fall 1999

Mysteries and Investigations
A study of fiction, plays and poetry about the investigation of mysteries, the ciphering and deciphering of plots, the guilt of investigators, and dubious solutions. Fiction by Poe, Dickens, Doyle, Faulkner and others. Plays by Sophocles, Shakespeare and Stoppard. A film by Hitchcock and poetry by

Dickinson, Robinson, Frost and Bishop. **{L} WI**
Dean Flower
Offered Spring 2000

American Autobiographical Writing
A study of autobiographical writings that explore the possibilities and limitation involved in being and becoming American. Authors include Benjamin Franklin, Frederick Douglass, Harriet Jacobs, Zitkala-Sa, James Weldon Johnson, Mitsuye Yamada, Richard Rodriguez, Sara Vowell, Monique Thuy-Dung Truong, Geeta Kothari and others. **{L} WI**
Floyd Cheung
Offered Fall 1999

American Journeys
A study of American narratives, from a variety of ethnic traditions and historical eras, that explore the meanings of the forms of movement—immigration, migration, boundary crossing—so characteristic of American life. Emphasis on the author's treatment of the complex encounter between new or marginalized Americans and an established American culture, and on definitions or interrogations of what it might mean to be or become "American." **{L} WI**
Richard Millington
Offered Fall 1999

Modern Short Stories
A study of the short story sequence as a characteristic modern genre, focusing on such writers as Sherwood Anderson, Edna O'Brien, Eudora Welty, William Trevor and others. **{L} WI**
Michael Gorra
Offered Fall 1999

Reading and Writing Short Poems
Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations and original poetry. **{L} WI**
Ann Boutelle
Offered Spring 2000

The Icelandic Saga
A reading in translation of the classic sagas of medieval Iceland. Exploration of the powerful role of women, the intimacy between law and violence, the inevitability of blood-feud, and the grim humor and desperate religion that articulated the saga view of the world. **{L} WI**
Craig Davis
Offered Spring 2000

Telling Women's Lives
A study of American experience in memoir and fiction by and about women, exploring themes of initiation, change, identity, keeping secrets, and finding an authorial voice. Memoirs by McCarthy, Angelou, Kingston and Shulman. Novels by Morrison, Silko, Tan, Mukherjee, Cisneros and Allison. **{L} WI**
Catherine Carr Lee
Offered Fall 1999, Spring 2000

170 The English Language
An introductory exploration of the English language, its history, current areas of change, and future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading and page layout; the course will also entail a comprehensive review of grammar and punctuation. **{L} WI**
Douglas Patey
Offered Spring 2000

180 The Reading of Poetry
A practical study of the lyric, involving the frequent writing of critical papers and stressing the detailed analysis of the formal elements of poetry—tone, diction, meter, metaphor and structure—through comparisons of lyrics in a variety of styles and historical periods. Recommended for prospective literature majors. Enrollment limited to 20. **{L} WI**
4 credits
Eric Reeves, Sharon Seelig
Offered Spring 2000, Spring 2001

190 Questioning Texts
Why have people found it important to read, write and criticize literature? To answer this question, we will practice a variety of approaches to texts and analyze what we are doing. Works, in a variety of genres, by women and men from different cultures and historical periods; some attention to kinds of writing, such as diary entries and blues lyrics, not often met in literature courses. Recom-

mended for prospective literature majors and for students who have taken 120a. Enrollment in each section limited to 20. **{L} WI** 4 credits
Nancy Bradbury, Janis Greve
Offered Spring 2000, Spring 2001

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement No. 3 each fulfills.

200d The English Literary Tradition
A study of the English literary tradition from the Middle Ages to modern times. Recommended for sophomores. Open to first-year students with SAT verbal score of 710 or higher and students with English AP score of 4 or 5. **{L} WI** 8 credits
Directors: Nancy Bradbury (Fall 1999), Jefferson Hunter (Spring 2000)
Members of the Department
Full-year course; offered each year

208 Science Fiction? Speculative Fiction?
What sort of problems does science fiction address, what are its conventions and how is it related to other genres—utopia, fantasy, romance, imaginary voyage? Particular attention to the theme of the "other" (monsters, aliens, robots, living planets). Readings in Wells, Zamyatin, Stapleton, Lem, Hoban, Dick, Le Guin and others. Recommended for nonmajors. [3d] **{L}** 4 credits
William Oram
Offered Spring 2001

211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] **{L}** 4 credits
Douglas Patey
Offered Spring 2000, Spring 2001

212 Telling and Retelling
A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Jekyll and Hyde* and *Mary Reilly*; *Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres*; *Tess of the d'Urbervilles* and *The French Lieutenant's Woman*; *Pride and Prejudice* and *Presumption: An Entertainment*; *Possession*. Recommended for nonmajors. **{L}** 4 credits
Patricia Skarda
Offered Spring 2001

214 Old English
A study of the language of Anglo-Saxon England (c. 450–1066) and a reading of the Old English elegies. [3a] **{L/F}** 4 credits
Craig R. Davis
Offered Fall 2000

215 Beowulf
A reading of Anglo-Saxon England's most powerful and significant poem. [3a] **{L/F}** 4 credits
Craig R. Davis
Offered Spring 2001

216 Chaucer
His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. [3a] **{L}** 4 credits
Nancy Bradbury, Ronald Macdonald, Craig Davis
Offered both semesters each year

217 Old Norse
An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. [3a] **{L/F}** 4 credits
Craig R. Davis
Offered Fall 1999

218 Norse Poetry and Prose
A close reading and in-class translation of *Voluspa* 'The Witch's Vision' and other poems of prophecy, wisdom, praise, grief, love, war and magical incantation. We will also translate *Hrafnkel's Saga*, the classic "short saga" of a young settler's violent career as priest of the god Freyr and one of the founding chieftains of the Icelandic Commonwealth. The semester will conclude with an introduction to the later *futhark* and a selection of runic inscriptions recovered from Greenland to Byzantium. Prerequisite: English 217 or the equivalent. **{L/F}**
Craig Davis
Offered Spring 2000

219 Edmund Spenser
Spenser presented himself as England's Virgil and transformed every genre he touched. We will read most of his romance-epic *The Faerie Queene* but we will consider other genres as well—love poetry, pastoral, satire and vision. Prerequisite: one of the following: the first half of 200 or 210, GLT 291a, or a course in Renaissance literature. [4a] **{L}** 4 credits
William Oram
Offered Spring 2000

220 16th-Century Literature
Topic: Love and Grief in the English Renaissance.
Ovidian, Platonic, Petrarchan and Romance traditions of love as they are questioned and reformulated by Renaissance writers. Lyric and narrative poetry by Wyatt, Shakespeare, Marlowe, Sidney, Spenser, Lady Mary Wroth and others. [3a] **{L}** 4 credits
William Oram
Offered Spring 2001

222 Shakespeare
A Midsummer Night's Dream, *As You Like It*, *I Henry IV*, *Measure for Measure*, *King Lear*, *Macbeth*, *Coriolanus*, *The Tempest.* Enrollment in each section limited to 25. Not open to first-year students. [3a] **{L}** 4 credits
William Oram, Director
William Oram, Gillian Kendall, Ronald Macdonald
Offered Fall 1999, Fall 2000

223 Shakespeare
Romeo and Juliet, *Richard II*, *Hamlet*, *Twelfth Night*, *Troilus and Cressida*, *Othello*, *Antony and Cleopatra*, *The Winter's Tale.* Enrollment in each section limited to 25. Not open to first-year students. [3a] **{L}** 4 credits
Ronald Macdonald, Director
Harold Skulsky, Ronald Macdonald, Eric Reeves
Offered Spring 2000, Spring 2001

224 English Drama in the Age of Shakespeare
The evolution and interplay of structure, theme and character in plays by Shakespeare's contemporaries, particularly in genres such as the tragedy of blood and the city comedy. Authors to include Kyd, Marlowe, Jonson, Webster, Tourneur, Dekker, Ford. One play by Shakespeare will also be examined. [3a] **{L}** 4 credits
Gillian Kendall
Offered Spring 2001

226 17th-Century Poetry
An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert and Marvell, set in the context of their time and their contemporaries. [3a] **{L}** 4 credits
Gillian Kendall, Harold Skulsky
Offered Spring 2000

228 Milton
The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist, and Attorney for the Defense of God. [3a] **{L}** 4 credits
Eric Reeves, Sharon Seelig, Harold Skulsky
Offered both semesters each year

234 Pope, Swift and Their Circle
Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison and Gay. [3b] **{L}** 4 credits
Nora F. Crow, Douglas Patey
Offered Spring 2000, Spring 2001

238 The 18th-Century Novel
The major British novelists from Aphra Behn through Fielding and Richardson to Austen and Scott. Emphasis on the ways intellectual and social commitments shape the storyteller's art. [3b] **{L}** 4 credits
Douglas Patey, Elizabeth Harries
Offered Fall 1999, Fall 2000

242 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. [3b] **{L}** 4 credits
Patricia Skarda
Offered Fall 1999, Fall 2000

243 The Victorian Novel
The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns. [3c] **{L}** 4 credits
Michael Gorra
Offered Fall 2000

244 Literature of the Victorian Period
A study of the range of Victorian literature, including works by Tennyson, the Brownings, Arnold, the Pre-Raphaelites, Carroll and Hopkins, with attention to literary, cultural and social contexts. Exploration of such topics as the tensions between conformity and transgression, the role of women, and the place of poetry in a shifting society. [3c] **{L}** 4 credits
Cornelia Pearsall
Offered Fall 1999, Fall 2000

246 American Literature before 1865
A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson and others. [3c] **{L}** 4 credits
Dean Flower
Offered Spring 2000

248 American Literature from 1865 to 1914
A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of "realism" and "naturalism," and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson and E.A. Robinson. [3c] **{L}** 4 credits
Richard Millington, Dean Flower
Offered Fall 1999, Fall 2000

250 Modern American Writing
American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound and Bishop. [3d] **{L}** 4 credits
Dean Flower
Offered Fall 1999

253 Modern Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble, Kazuo Ishiguro. [3d] **{L}** 4 credits
Michael Gorra
Offered Spring 2000

254 Modern British Poetry
Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith, Ted Hughes and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. [3d] **{L}** 4 credits
Jefferson Hunter
Offered Fall 2000

256 Joyce
Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses* and *Finnegans Wake* (selections). [3d] **{L}** 4 credits
Jefferson Hunter
Offered Spring 2001

257 Modern British and American Drama
A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Hwang. Occasional screenings of plays. [3d] **{L}** 4 credits
Luc Gilleman
Offered Fall 2000

262 Recent American Writing
Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley and others. [3d] **{L}** 4 credits
Janis Greve
Offered Fall 1999

266 Postcolonial Literature
An introduction to Anglophone fiction, non-fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Central concerns: literary-as-political responses to histories of colonial dominance; the ambivalent relation to English linguistic, literary and cultural legacies; the agency of literature in the construction of national identity and the revision of history; revaluations of hybridity; redefinitions of race, gender and sexuality; global diasporas and U.S. imperialism. Readings include Achebe, Soyinka, Aidoo, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, some theoretical essays. Recommended background: a CLT or ENG course at the 200 level, ENG 265 or HST 295. [3d] **{L}** 4 credits
Ambreen Hai
Offered Fall 1999

267 Introduction to Asian American Literature
A study of Asian American literature with equal emphasis on reading closely and interpreting works within their social contexts. Authors and filmmakers include Yan Phou Lee, Sui Sin Far, Carlos Bulosan, John Okada, Joy Kogawa, David Henry Hwang, Philip Kan Gotanda, Maxine Hong Kingston, Wayne Wang, Trinh T. Minh-ha, Helen Lee, Fae Myenne Ng, Shani Mootoo, Monique Thuy-Dung Truong, Li-Young Lee and others. [3d] **{L}** 4 credits
Floyd Cheung
Offered Fall 1999

270 The King James Bible and Its Literary Heritage
A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. **{L}** 4 credits
Patricia Skarda
Offered Fall 2000

274 History of Criticism
Topic: The Quarrel between Poetry and Philosophy
A historical examination of one of the most fruitful sources of tension in Western literary criticism. The course will focus on the origin of the "quarrel" in classical Greece, and on its most important postmedieval versions. [3e] **{L/H}** 4 credits
Eric Reeves
Offered Fall 2000

278 Writing Women
Topic: Writing and Publishing in 18th-Century Britain
In the 18th century, the idea of women writing for publication shifted from scandalous to accepted and commonplace, at least in certain genres and modes. What ideas about women's place and women's roles made it so difficult and dangerous for women to publish their works at the beginning of the period? How and why did these dominant ideas change? Why did the courtship or domestic novel become a predominantly "female" form?

What was the relationship of women writers to their male contemporaries? What was the relationship of working-class women writers to their upper-class patronesses? [3b] **{L}** 4 credits
Elizabeth Harries
Offered Fall 1999

Advanced Courses in Writing

Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

280 Advanced Essay Writing: Writing for Writers
A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. [3e] **{L}** 4 credits
Ann Boutelle, Nora Crow, Robert Hosmer
Offered both semesters each year

282 Writing Poetry
Admission by permission of the instructor. [3e] **{L}** 4 credits
Jack Gilbert
Offered Fall 1999, Spring 2000

284 Writing Short Stories
Admission by permission of the instructor. [3e] **{L}** 4 credits
Sigrid Nunez
Offered Fall 1999, Spring 2000

286 Reading and Writing Autobiography
In this workshop, we will explore, through reading and through writing, the presentation of self in autobiography. A major focus will be on the interweaving of voice, structure, style and content. As we read the work of ourselves and of others, we will be searching for strategies, devices, rhythms, patterns and approaches that we might adapt in future writings. The reading list will consist of writings by 20th-century women. Admission by permission of the instructor. [3e] **{L}** 4 credits
Ann Boutelle
Offered Spring 2000

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

300 Seminar: A Major British or American Writer

Charles Dickens
Major novels of the most inventive Victorian novelist. The combination of melodrama and tragedy, comedy and the grotesque; the use of symbol to define and connect social and psychological concerns. [3d] **{L}** 4 credits
Jefferson Hunter
Offered Fall 1999

Salman Rushdie: The Politics of Reading and Writing
An intensive study of Rushdie's major writings *(Midnight's Children, Shame, The Satanic Verses, Haroun, Imaginary Homelands, The Moor's Last Sigh)*, in the context of the development of South Asian writing in English and recent developments in postcolonial theory, so that we can examine Rushdie's work through them and examine them through his work. Readings to include selections from writers prior and subsequent to Rushdie, to see both how he developed a new idiom and how he has been an enabling or disabling force for writers since the 1980s; and postcolonial theorists such as Spivak, Bhabha, Ahmed, Hutcheon, Grewal, Hall, Gilroy and others. Both the politics of literature and the politics of reception will thus be ongoing concerns, as emblematized in the literary/cultural phenomenon of the "Rushdie affair." Prerequisite: permission of the instructor. [3d] **{L}** 4 credits
Ambreen Hai
Offered Spring 2000

303 Seminar: A Major British or American Writer
Virginia Woolf. A close study of representative texts from the rich variety of Woolf's work: novel, essay, biography and short story. Preliminary, essential attention to the life, with particular concern for the Victorian/Edwardian world of Woolf's early years and the Bloomsbury Group. Works to be studied will include *Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, Between the Acts, A Room of One's Own* and *Three Guineas*, as well as essays drawn from *The Common Reader* and stories. Supplementary readings from biographies of Woolf and her own letters, journals and diaries. [3d] **{L}** 4 credits
Robert Hosmer
Offered Spring 2000

342 Seminar: Studies in 19th-Century Literature
The Brontës. A study of the lives and works of the remarkable Brontë sisters and their shadowy brother, exploring the literary, cultural and familial circumstances which aided and impeded the development of their art. Novels, poetry and paintings by Charlotte Brontë, Emily Brontë, Anne Brontë and Branwell Brontë. [3c] **{L}** 4 credits
Cornelia Pearsall
Offered Spring 2000

354 Seminar: Gender and Sexuality in Asian American Literature
A study of contemporary Asian American literature with an emphasis on issues of race, gender and sexuality. Dominant discourses figure Asian American men and women as effeminate "pets," hypermasculine members of the "yellow peril," sexually available "lotus blossoms," and sexually emasculating "dragon ladies." Seminar participants will analyze the assumptions behind these stereotypes and study how Asian American writers respond. Texts will include essays by David Eng, Frank Chin, King-Kok Cheung and Yen Le Espiritu; novels by R. Zamora Linmark and Jessica Hagedorn; poetry by Kitty Tsui and Li-Young Lee; plays by David Henry Hwang and Velina Hasu Houston; short stories by Hisaye Yamamoto and Shani Mootoo; and films by Stephen Okazaki and Helen Lee. [3d] **{L}** 4 credits
Floyd Cheung
Offered Spring 2000

372 Seminar: Satire
A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, Pope, Austen and Byron to Waugh, West and Vonnegut. Some attention given to differences between male and female satirists. [3b] **{L}** 4 credits
Nora F. Crow
Offered Fall 1999

378 Writing Women: Early Modern Women and Art of Self-Fashioning
A consideration of a wide variety of texts by 17th-century women—diaries, letters and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? [3a] **{L}** 4 credits
Sharon Seelig
Offered Spring 2001

379 Seminar: Women and Literature
Topic: Feminist Literary Theory. An introduction to the assumptions and methods of feminist literary criticism. The relation of the woman writer to her culture and her profession; the role of the woman reader; the relation of feminist criticism to the established literary canon. [3e] **{L}**
Janis Greve
Offered Spring 2000

Cross-listed and Interdepartmental Courses

AAS 237 20th-Century Afro-American Literature

AAS 245 Colloquium: The Harlem Renaissance

AAS 339 Seminar: American Fictions: Race and Ethnicity

AMS 350 Seminar: Writing About American Society

AMS 351 Seminar: Writing About American Society

ARH 292 The Art and History of the Book

CLT 237 Traveller's Tales

CLT 279 Women Writers of the Middle Ages [3a]

CLT 300 Contemporary Literary Theory

CLT 315 The Primary Epic and Early National Legends

CLT 368 The Play of Ideas

FLS 245 British Film and Television

GLT 291 Western Classics in Translation, from Homer to Dante
See Interdepartmental and Extradepartmental Course Offerings.

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
See Interdepartmental and Extradepartmental Course Offerings.

HST 236 Authority and Legitimacy in the Age of More and Shakespeare

PHI 260 Theory of Interpretation

THE 261 Writing for the Theatre

400 Special Studies
1 to 4 credits
Offered both semesters each year

408d Special Studies
3 credits
Full-year course; offered each year

490 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and seniors only.
{L} 4 credits
William Oram, Elizabeth Harries
Offered Spring 2000, Spring 2001

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Jefferson Hunter.

First-year students contemplating a major in English are advised to begin their work either by taking ENG 120 followed by 170, 180 or 190, or, if qualified, by taking GLT 291 and 292, or ENG 200d. Each of these courses counts toward the major. We recommend that those qualified students who elect GLT 291 and 292, or ENG 200d, in their first year also take 180 or 190.

Requirements:
1. 200d;
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223) and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:
   a. Medieval or Renaissance;
   b. British or American from 1660 to 1830;
   c. British or American from 1830 to 1914;
   d. British, American or Commonwealth since 1914;
   e. Writing, History of the Language, or Critical Theory.

Up to two courses in film, a foreign literature or comparative literature, or dramatic literature offered through the theatre department may count toward the major.

GLT 291 and 292 count toward the major. Up to two advanced writing courses may count toward the major. Only one colloquium (120) may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

Students considering careers in English should be aware that most doctoral programs require a reading knowledge of two other languages.

The Minor

Advisers: Same as for the major.

The minor in English consists of five courses: a two-semester basis (ENG 200d; GLT 291 and 292; or ENG 246 and 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Honors

Director: Douglas Patey.

430d Thesis
8 credits
Full-year course; offered each year

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the chair. 4 credits
Offered both semesters each year

580d Graduate Special Studies
8 credits
Full-year course; offered each year

Environmental Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director

*[1]Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences, *Director*
H. Allen Curran, Professor of Geology, *Acting Director, Fall 1999–2000*

Advisers

Elliot Fratkin, Associate Professor of Anthropology
C. John Burk, Professor of Biological Sciences
** [2]Virginia Hayssen, Associate Professor of Biological Sciences
Robert B. Merritt, Professor of Biological Sciences
Paulette Peckol, Professor of Biological Sciences
Philip D. Reid, Professor of Biological Sciences
Stephen G. Tilley, Professor of Biological Sciences
** [1]George M. Fleck, Professor of Chemistry
† [2]Robert G. Linck, Professor of Chemistry
† [1]Mark Aldrich, Professor of Economics
Randall Bartlett, Professor of Economics
John B. Brady, Professor of Geology
H. Robert Burger, Professor of Geology
Robert M. Newton, Professor of Geology
Amy Larson Rhodes, Lecturer in Geology
Gregory White, Ph.D., Assistant Professor of Government
Richard E. White, Professor of Astronomy (and Public Policy)

The environmental science minor is designed for students with a serious interest in environmental issues and a strong commitment to scientifically based problem solving. Students must satisfy the prerequisites for all courses included in their minor program. Interested students are urged to meet with the director early in their academic planning.

The minor consists of six courses chosen with the guidance and approval of an environmental science minor adviser. Requirements include courses in environmental chemistry, ecology, geology, and public policy or environmental economics. Completion of a senior seminar or special studies course in environmental science is also required. A course in statistics (e.g., MTH 245 or the equivalent) is recommended.

EVS 300 Seminar in Environmental Science and Policy

Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies and a group project are used to explore the translation of scientific theory and research into public education and policy. Topics include landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental regulations. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the environmental science and policy minor or by permission of the instructor. **{S/N}** 4 credits
Elizabeth Farnsworth
Offered Spring 2000

EVS 400 Special Studies
1 to 4 credits
Offered both semesters each year

Requirements: six courses, no more than three of which can be taken at other institutions, including CHM 150 and the Senior Seminar EVS 300 or the Special Studies EVS 400. Also required is one course in each of the following fields of environmental science and policy chosen in consultation with the minor adviser:

Chemistry

CHM 150 Environmental Chemistry
GEO 301 Aqueous Geochemistry
EnvSci315s Principles of Environmental Toxicology (at UMass)
CHM 347 Instrumental Methods of Analysis
NS 387b Environmental Geochemistry (at Hampshire)
EnvSci535f Methods of Environmental Toxicology (at UMass)

Ecology

BIO 260 Principles of Ecology and lab
BIO 264 Marine Ecology and lab
BIO 356 Plant Ecology and lab
BIO 364 Topics in Environmental Biology: Coral Reefs Past, Present and Future

Geology

GEO 105 Natural Disasters
GEO 108 Oceanography
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
FYS 131 Environmental Issues on Campus
GEO 309 Groundwater Geology
GEO 311 Environmental Geophysics
GEO 355 Geology Seminar: Coral Reefs: Past, Present and Future

Social Sciences

ANT 231 Population and Environment in Africa
ANT 236 Economy, Ecology and Society
ANT 241 Anthropology of Development
ANT 243 Colloquium in Political Ecology
ANT 330 Anthropological Theory
ANT 348 Topics in Development
ECO 224 Environmental Economics
GOV 254 Politics of the Global Environment
GOV 347 The Political Economy of Oil
PPL 254 Agricultural Public Policy in the United States
PPL 260 Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect
PPL 303 Seminar in Public Policy of Marine and Coastal Resources

Appropriate Five College courses or courses taken at other institutions and through summer and/or semester-away programs may be counted for the minor with pre-approval of the adviser.

Ethics

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

** [2]Thomas S. Derr, Professor of Religion and Biblical Literature, *Director*
Myron Peretz Glazer, Professor of Sociology
Malcolm B.E. Smith, Professor of Philosophy
†[2]Elizabeth V. Spelman, Professor of Philosophy
Kathryn Pyne Addelson, Professor of Philosophy

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

PHI 245 Philosophy of Law: Property
PHI 304 Colloquium in Applied Ethics: Philosophy and the Criminal Law
REL 250 Social Ethics I
REL 251 Social Ethics II
REL 353 Seminar: Medical Ethics
REL 354 Seminar: Business Ethics
SOC 203 Qualitative Methods
SOC 211 Ethical Issues in Social Organizations

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Donald Steven Siegel, Ed.D.
*[1]James H. Johnson, Ph.D.

Associate Professors
Barbara Brehm-Curtis, Ed.D.
Christine M. Shelton, M.S., *Chair*

Lecturers
Tim Bacon, M.A.
Kim Bierwert
Jacqueline Blei, M.S.
Richard Cesario
Carla Coffey, M.A.
Theresa Collins, M.S.
Rosalie Constantilos
Christine Davis, M.S.
Petra Farias
Bevin Hartnett
Lisa Harvey
Scott Johnson
Karen Klinger
Bonnie May, M.S.
Deborah Neubauer
Mary O'Carroll, M.S.
Lynn Oberbillig, M.B.A.
Suzanne Payne, M.Ed.
Nancy Rothenberg
David Stillman
Judy Strong
Karin Tamms

Teaching Fellows
Jennifer Bhalla
Dawn Gerkin
Jennifer Hartshorn
Karin Harvey
Katie Hawke
Lyn Sarver
Rosemary Tran

Theory Courses

100 Introduction to Exercise and Sport Studies
An exploration of psycho-biological concepts as applied to the active individual. This course examines the integration of activity into one's lifestyle. Historical questions are studied. 4 credits
Tim Bacon, Fall 1999
Offered Fall 1999, Fall 2000

107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to recognize symptoms of illness and/or injuries; implement proper procedures; administer appropriate care; achieve and maintain proficiency in all skills; be responsible and behave in a professional manner; become certified in Community First Aid and CPR. Enrollment limited to 14. 2 credits
To be announced
Offered Spring 2000, Spring 2001

130 Stress Management
The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. 1 credit
Barbara Brehm-Curtis
Offered Fall 1999, Spring 2001

140 Health Behavior
The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease and aging. **{N}** 4 credits
Barbara Brehm-Curtis
Offered Fall 1999, Fall 2000

150 Nutrition and Health
An introduction to the science of human nutrition. We will study digestion, absorption and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism and women's nutrition concerns. High school chemistry recommended but not required. **{N}** 4 credits
Barbara Brehm-Curtis
Offered Spring 2000, Spring 2001

175 Applied Exercise Science
A combined theory and performance course concerning the application of exercise science to the exercising adult. Training principles, therapeutic exercise, exercise prescription, and fitness evaluation are covered. This course may be of particular interest to individuals who plan to work in a health setting. Enrollment limited to 20. (E) **{N}** 2 credits
Barbara Brehm-Curtis
Offered Fall 1999, Fall 2000

175j Applied Exercise Science
Same description as 175 above.
Katie Hawke and Jennifer Hartshorn (Interterm 2000)
Offered Interterm both years

200 Sport: In Search of the American Dream
A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic and/or sexual oppression in the athletic arena. **{H/S}** 4 credits
Donald Siegel and Christine Shelton
Offered Spring 2000, Spring 2001

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media's representation of women. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 1999, Fall 2000

210 Kinesiology
Anatomical and mechanical bases of human motion with emphasis on applied anatomy, mechanics and qualitative analysis of exercise, sport and dance. **{N}** 4 credits
James Johnson
Offered Fall 2000

215 Physiology of Exercise
A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. **{N}** 4 credits
James Johnson
Offered Spring 2001

220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111 **{S}** 4 credits
Donald Siegel
Offered Spring 2001

340 Current Research in Health Science
A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enroll-

ment limited to 14. {N} 4 credits
Barbara Brehm-Curtis
Offered Spring 2000

400 Special Studies
1 to 4 credits
Offered both semesters each year

Performance Courses—Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Normally students must take partial credit courses in addition to a full course load. Courses with multiple sections may be repeated for credit, but individual course sections may *not* be repeated for credit.

901 Aquatic Activities

Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. Limited to 12 novice or nonswimmers. 1 credit
Dawn Gerkin, Fall 1999
To be announced, Spring 2000
Offered both semesters each year

Advanced Beginning Swimming
This course will focus on the improvement of swimming skills. Performance goals include being able to swim at least three different strokes at ARC Level IV and at least 18 lengths of the pool in 30 minutes. Prerequisites: ability to swim at least two lengths of the pool. Enrollment limited to 14. 1 credit
Karen Klinger
Offered both semesters each year

Intermediate Swimming
Theory and performance of swimming. Swimming techniques including strokes, turns and survival methods. Enrollment limited to 18. 1 credit
Mary O'Carroll
Offered Fall 1999, Fall 2000

Springboard Diving
The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit
Kim Bierwert
Offered both semesters each year

SCUBA Diving
The use and care of equipment, safety, and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 24. 1 credit
David Stillman
Offered both semesters each year

Swim Conditioning
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design, and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit
Mary O'Carroll
Offered Spring 2000, Spring 2001

905 Water Safety

Lifeguard Training
American Red Cross Certification in Lifeguard Training including First Aid and CPR for the Professional Rescuer plus Waterfront Lifeguard Module: aquatic rescue and lifeguarding skills. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10-pound brick from seven-foot depth; and treading water for two minutes using legs only.

Enrollment limited to 12. 2 credits
Dawn Gerkin
Offered both semesters each year

Water Safety Instructor
Instruction in techniques, theory and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: rescue and safety skills, and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke, and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits
Kim Bierwert
Offered Spring 2000, Spring 2001

910 Badminton
The development of badminton skills, principles, evolution, strokes and strategy. Enrollment limited to 16. Course will meet first seven weeks of the semester. 1 credit
Lynn Oberbillig, Spring 2000
Offered Spring 2000, Spring 2001

910j Badminton
A repetition of 910. Enrollment limited to 16.
1 credit
Bonnie May
Offered Interterm both years

920 Fencing

Beginning Fencing
The basic techniques of attack and defense, footwork, rules, equipment, strategies and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20 per section. 1 credit
Jacqueline Blei
Offered both semesters each year

Intermediate Fencing
Development of compound attack and defense based on a combination of disengage, beat, lateral parries, and reposte. Circle parries, binds and the concept of remise and reprise will also be presented. Prerequisite: 920a or permission of the instructor. Enrollment limited to 16. 1 credit
Jacqueline Blei
Offered Spring 2000, Spring 2001

925 Golf

Beginning Golf
An introduction to the game of golf. This course will teach the basic mechanics of the swing as well as correct club selection, putting, chipping, golf rules and golf etiquette. Field trip to a golf course may be scheduled. Equipment is provided. *Class will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks.* Enrollment limited to 16 per section.
1 credit
Lyn Sarver, Judy Strong, Fall 1999
Lyn Sarver, Petra Farias, Spring 2000
Offered both semesters each year

Intermediate Golf
Designed to further develop the student's golf swing as well as course management strategies. *Class will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks.* Prerequisite: Beginning Golf or permission of the instructor. Enrollment limited to 12.
1 credit
Theresa Collins
Offered both semesters each year

930 Equitation
A series of equitation courses covering riding techniques, equipment, horse management. Students must attend registration session, to be announced in *AcaMedia*. All sections are to be arranged. There is a fee.

Equitation I
For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat or over fences. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms
Offered both semesters each year

Equitation II
For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on flats and over fences. Prerequisite: Equitation I. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms
Offered both semesters each year

Equitation III
For students in their third semester of riding at Smith. Low intermediate to advanced levels. Prerequisite: Equitation II. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms
Offered both semesters each year

Equitation IV
For students in their fourth semester of riding at Smith. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III. 1 credit
Suzanne Payne, Lisa Harvey, Karin Tamms
Offered both semesters each year

935 Outdoor Skills
This course is designed to introduce the fundamental elements of canoeing, orienteering, hiking and outdoor living. Students will learn how to plan for each activity including equipment, safety and nutrition. Students will also master basic skills to enhance their enjoyment of the outdoors. Students should plan for at least one overnight trip. Enrollment limited to 14. 2 credits
Scott Johnson, Fall 1999
James Johnson, Spring 2000
Offered both semesters each year

940 Outdoor Adventure

Canoeing
An introduction to solo and tandem paddling. Paddling and touring skills are taught in this course. Touring skills include map reading, packing, equipment, cooking and portaging. Students learn mostly flatwater paddling skills. *Class meets for the first eight weeks of the semester.* Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit
Jennifer Hartshorn
Offered Fall 1999, Fall 2000

Canoe Touring
A multi-day canoe trip usually during Fall break. Students will learn paddling, orienteering and woodcraft skills. There is a small fee. Prerequisite: satisfactory swimming skills and a good state of physical fitness. Enrollment limited to 10. 1 credit
Jennifer Hartshorn and Katie Hawke
Offered Fall 1999, Fall 2000

River Kayaking
An introduction to flat and whitewater solo kayaking. This class begins in the pool with kayak rolling, moves to Paradise Pond for basic paddling skills, and progresses to local fast water rivers. Students should expect to run Class II rapids. *Class will meet the first seven weeks of the fall semester. In the spring semester, class meets the last six weeks.* Prerequisite: satisfactory swimming skills. Enrollment limited to eight per section. 1 credit
Scott Johnson
Offered both semesters each year

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring. *Class meets the last six weeks of the semester.* Prerequisite: Canoeing or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit
James Johnson
Offered Spring 2000, Spring 2001

Coastal Kayaking
This course is designed to introduce sea kayaking to the novice. Ocean paddling, navigation, safe exiting, equipment and paddle techniques are covered. Prerequisite: satisfactory swimming skills. Enrollment limited to 10. *Class will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks.* 1 credit
To be announced
Offered Spring 2000, Fall 2000, Spring 2001

940j Hiking and Canyoneering
A course designed to teach students how to travel for extended periods on foot in a safe and comfortable manner. This experiential course will be taught primarily on the trail during Interterm. Students should plan to participate in two days of classroom preparation followed by a five-day backpacking (canyoneering) trip in one of the canyons in the desert southwest. Offered the second week of Interterm. Enrollment limited to 10. All equipment and food provided, but each student is responsible for her own travel expenses. 1 credit
Scott Johnson
Offered Interterm

945 Physical Conditioning

Aerobic Dance
Choreographed dance routines to music. Enrollment limited to 60. 1 credit
Rosalie Constantilos
Offered both semesters each year

Self-Paced Fitness
An introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. Enrollment limited to 20. 1 credit
Carla Coffey
Offered both semesters each year

Physical Conditioning
The theory and performance of general conditioning and the basic principles of exercise. Enrollment limited to 20 per section. 1 credit
Rosemary Tran, To be announced
Offered both semesters each year

945j Physical Conditioning
A repetition of 945. 1 credit
Petra Farias
Offered Interterm both years

950 Rowing
An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles and fours. Classes will be taught on Paradise Pond and the Connecticut River. *Class will meet the first seven weeks of the fall semester. In the spring semester, class meets last six weeks.* Prerequisite: satisfactory swimming skills. Enrollment limited to 12 per section. 1 credit
Rosemary Tran
Offered both semesters each year

955 Self-Defense

Self-Defense I
Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation, and effective communication will be emphasized. Other topics include assertiveness training, date rape, and personal defense weapons. Enrollment limited to 20 per section. 1 credit
Nancy Rothenberg
Offered both semesters each year

Self-Defense II
Further development of self-confidence and skills learned in Self-Defense I. Verbal confrontation training and defense against a variety of threatening situations. Precautionary measures will be emphasized. Prerequisite: Self-Defense I or permission of the instructor. Enrollment limited to 20 per section. 1 credit
Nancy Rothenberg
Offered Spring 2000, Spring 2001

Kung Fu
Indonesian Kung Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. 1 credit
Nancy Rothenberg
Offered both semesters each year

960 Squash

Beginning Squash
Basic strokes, rules, equipment, game tactics and strategy. The history and traditions of squash. Enrollment limited to 12 per section. 1 credit
Katie Hawke, Don Siegel, Fall
Tim Bacon, Katie Hawke, Spring
Offered both semesters each year

Intermediate Squash
Development of accuracy and skill in executing shots and variety of serve and return of serve. Emphasis will be on strategy and tactics. Prerequisite: Beginning Squash or permission of the instructor. Enrollment limited to 12. 1 credit
Bevin Hartnett
Offered Spring 2000, Spring 2001

965 Tai Chi

Beginning Tai Chi
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20 per section.
1 credit
Richard Cesario
Offered both semesters each year

Intermediate Tai Chi
Enrollment limited to 20 per section. 1 credit
Richard Cesario
Offered Spring 2000, Spring 2001

970 Tennis

Beginning Tennis
The development of tennis skills, principles, evolution, strokes and strategy. Enrollment limited to 16 per section. 1 credit
Bevin Hartnett, Bonnie May, Karin Harvey, Fall
Bevin Hartnett, Judy Strong, Karin Harvey, Spring
Offered both semesters each year

Intermediate Tennis
The development of stroke production, shot direction and selection, and basic singles and doubles strategy. Enrollment limited to 12 per section.
1 credit
Christine Davis, *Christine Shelton*, Fall
Christine Davis, Donald Siegel, Spring
Offered both semesters each year

975 Yoga

Yoga I
Yoga postures, breathing and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 20 per section. 1 credit
Deborah Neubauer
Offered both semesters each year

Yoga II
The yoga of B.K.S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in Yoga I. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: Yoga I. Enrollment limited to 20. 1 credit
Deborah Neubauer
Offered Spring 2000, Spring 2001

Performance Courses—Noncredit

X10 Aerobic Dance
Fall: two sections
Spring: two sections

X20 Yoga

Riding
In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at registration each semester. Further information may be obtained from Suzanne Payne, director of riding/team coach, extension 2734.

The Minor in Exercise and Sport Studies

Adviser: James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. Only four performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Graduate Courses

Adviser: Donald Siegel.

501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses on planning, organization, directing and controlling various facets including scheduling, purchasing, budgeting and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506. 2 credits
Lynn Oberbillig
Offered Fall 1999

502 Seminar in Philosophy and Ethics of Coaching
Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches. 2 credits
Christine Shelton
Offered Spring 2000

504 Current Issues in Coaching
This seminar is designed to explore current social, political, educational and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor. 2 credits
Christine Shelton
Offered Spring 2001

505 Theoretical and Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids. 2 credits
Christine Shelton and Tim Bacon
Offered both semesters each year

506 Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505a or b. 2 credits
Christine Shelton and Tim Bacon
Offered both semesters each year

507 Colloquium in Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the Athletic Department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit
Donald Siegel, Tim Bacon, Lynn Oberbillig, Fall
Barbara Brehm-Curtis, Spring
Offered both semesters each year

510 Biomechanics of Sport
Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. **{N}** 4 credits
James Johnson
Offered Spring 2000

515 Exercise Physiology
An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. **{N}** 4 credits
James Johnson
Offered Spring 2001

530 Research and Statistical Methods for Exercise and Sport Studies
Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and the computer as a research tool. **{M}** 4 credits
Barbara Brehm-Curtis
Offered Fall 2000

540 Microcomputers in Exercise and Sport Studies
Examination of computer utilization in the organization and administration of physical activity programs. Major course components include wordprocessing, graphics and animation, spread-

sheets, databases, biomechanical analysis, nutritional and health analysis, computer-assisted learning, Internet resources. {M} 4 credits
Donald Siegel
Offered Fall 1999

550 Women in Sport
A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. {S} 4 credits
Christine Shelton
Offered Fall 1999

565 Seminar in Skill Acquisition and Performance
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making and effector processes. Independent research required. {N} 4 credits
Donald Siegel
Offered Fall 2000

570 Seminar in Sport Psychology
An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation, and the effect of stress on performance. Students are required to do independent research. {S} 4 credits
Donald Siegel
Offered Spring 2000

575 Sports Medicine: Concepts in Care and Prevention of Athletic Injury
Theory and practice of sports medicine with emphasis on injury prevention, protection and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. {N} 2 credits
To be announced
Offered Spring 2001

580 Special Studies
Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning or other approved topics. Hours scheduled individually. 1 to 4 credits
Members of the Department
Offered both semesters each year

590 Thesis
4 credits
Offered Fall 1999, Fall 2000

590d Thesis
8 credits
Full-year course; offered each year

Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Assistant Professors
†[1]Ben Singer, Ph.D., *Director, 2000–2001*
Crystal A. Griffith, M.F.A. (Five College Visiting Assistant Professor of Film/Video Production)
Antje Ascheid, Ph.D.

Lecturer
Justin West, M.F.A.

Advisers
Dean Flower, Professor of English Language and Literature
†[2]Barbara Kellum, Associate Professor of Art, *Director, 1999–2000*
*[1]Hans R. Vaget, Professor of German Studies and of Comparative Literature

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200 Introduction to Film Studies
An overview of cinema's historical development as an artistic and social force. Students will become familiar with the aesthetic elements of cinema (visual style, sound, narration and formal structure), the terminology of film production, and film theories relating to formalism, ideology, psychoanalysis and feminism. Films (both classic and contemporary) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 40. **{A}** 4 credits
Antje Ascheid, Fall 1999, Spring 2000
Ben Singer, Fall 2000
Offered Fall 1999, Spring 2000, Fall 2000

231 Major Directors
{A} 4 credits

Women Directors
A survey of women's cinema exploring works of female directors, both films produced in the commercial film industry and those created in independent avant-garde contexts. Directors include Maya Deren, Dorothy Arzner, Marleen Gorris, Sally Potter, Julie Dash, Nancy Savoca, Jane Campion and others. Students will analyze films in relation to historical and national aspects relevant to their production and reception as well as explore the possibilities of a woman's aesthetic. The course will also introduce central debates in feminist film criticism. Enrollment limited to 30.
Antje Ascheid
Offered Fall 1999

Jean Renoir (1894–1979)
Emphasis on the "French Renoir"; his search for a new film esthetic and his response to the problems of France (and Europe) in the thirties. Among the films to be viewed: *Boudu Saved From Drowning, The Crime of Monsieur Lange, A Day in the Country, Grand Illusion, The Marseillaise, The Human Beast, The Rules of the Game, The River.* Knowledge of French not necessary but helpful. Enrollment limited to 40. Screening fee.
David Ball
Offered Spring 2000

241 Genre/Period
4 credits

Comparative Genres: Western, Horror, Melodrama
An examination of genre films and theories of genre. An investigation of three distinct genres—the western, horror film, and melodrama—analyzing and comparing each genre in relation to issues of gender, violence, race, sexuality, social ideology and the representation of history. Films include classical films by Murnau, Ford, Ray, Siegel and Sirk, along with more recent works by Eastwood, Cronenberg and others. Two required

screenings each week. **{A}**
Antje Ascheid
Offered Spring 2000

Japanese Cinema
A survey of the history of Japanese cinema, analyzing films both as social texts reflecting aspects of Japanese identity and culture, and as aesthetic texts influenced by, yet distinct from, Western models of filmmaking. Classical films by Kinugasa, Ozu, Mizoguchi, Kurosawa and Naruse are studied, along with the 1960s new wave and more recent popular-culture works in horror, comedy and "anime." Two required screenings each week. Prerequisite: FLS 200 or permission of the instructor. **{A/H}**
Ben Singer
Offered Spring 2001

245 British Film and Television
A survey of the British cinema from the thirties to the present day, with some attention to literary parallels and literary adaptations, and with a look at recent television drama. Works by Alfred Hitchcock, Joseph Losey, the documentary artist Humphrey Jennings, Michael Powell and Emeric Pressburger, Carol Reed, Tony Richardson and other directors of the Free Cinema, Stephen Frears, Mike Leigh; updated versions of Shakespeare; Ealing comedy and Bill Forsyth's Scottish fantasies; the "heritage" cinema of Ismail Merchant and James Ivory; a screen version of Harold Pinter's *Betrayal*; television plays by Alan Bennett and the television serial *The Singing Detective* by Dennis Potter. Readings in George Orwell, Graham Greene, Shakespeare and Kazuo Ishiguro. Prerequisite: at least one college course in English literature or film, or permission of the instructor. **{L/A}** 4 credits
Jefferson Hunter
Offered Spring 2000

280 Video Production Workshop: From Nuts and Bolts to Video Art
This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the diverse works of independent video/filmmakers. Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. **{A}** 4 credits
Crystal Griffith
Offered Spring 2000, Spring 2001

281 Video Production Workshop: Narrative
This course provides students with basic production skills (camera, lighting, sound, story structure, editing) with an emphasis on narrative. Course work includes both group and individual production projects in the context of a close study of narrative film technique. Each student will produce a short individual work. Prerequisite: 200. Enrollment limited to 16. **{A}** 4 credits
Justin West
Offered Fall 1999, Fall 2000

282 Advanced Video Production Workshop
Topic: (Re)Presentation and Activism
An advanced video production course focusing on issues of representation and activism. Students will work on individual and collaborative projects in order to (re)present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities "othered" by the lens of dominant cinema. Prerequisite: FLS 280 or 281. Enrollment limited to 13. **{A}** 4 credits
Crystal Griffith
Offered Fall 1999, Fall 2000

350 Questions of Cinema
Topic: Modernism and Postmodernism in Film
Investigates the stylistic and thematic characteristics of modernist and postmodernist cinema, particularly with respect to varieties of aesthetic "reflexivity" and "intertextuality." The course also examines theoretical debates and cinematic representations concentrating on the nature of social modernity and postmodernity. Emphasis on American and European avant-garde films, along with more mainstream work. **{A}** 4 credits
Ben Singer
Offered Fall 2000

351 Film Theory
This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist and cultural-contextualist approaches to questions regarding the nature, function and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the minor. Prerequisite: 200 or the equivalent. **{A}** 4 credits
Antje Ascheid, Spring 2000
Ben Singer, Spring 2001
Offered Spring 2000, Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

Cross-listed Courses

AAS 350 Seminar: Race and Representation: Afro-Americans in Film
This course will examine the representation of African-Americans in U.S. cinema from two perspectives. The first views the images of African-Americans in Hollywood film and the social historical context in which these representations are produced. The continuity of images as well as their transformation will be a central theme of investigation. The second perspective explores the development of a Black film aesthetic through the works of directors Oscar Micheaux, Julie Dash, Spike Lee, Matty Rich and Isaac Julien. We will attend to their representations of blackness, and the broader social and political community in which they are located. Prerequisite: 111, 113, 117 or the equivalent. **{S}** 4 credits
Ann Arnett Ferguson
Offered Fall 2000

ARH 280 Film and Art History (C)
4 credits

EAS 240 Colloquium: China Through Film
In this course, the in-depth study of Chinese films—both as cultural and aesthetic artifacts and as historical documents—provides the basis for our understanding of changes undergone by Chinese society and culture since the establishment of the People's Republic in 1949. According special attention to the medium as an expression of individual and collective experience during periods of social, political and economic transition, the course includes topics such as national identity, women's liberation and modernization. Enrollment limited to 20. (E) **{A}** 4 credits
Not offered in 1999–2000, 2000–2001

ENG 120 Colloquia in Literature
Shakespeare and Film
A study of the way filmmakers edit, distort, clarify and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include H*enry V, Macbeth, A Midsummer Night's Dream, The Taming of the Shrew, The Tempest* and *Hamlet* or *King Lear.* **{L} WI** 4 credits
Gillian Kendall
Offered Spring 2000

FRN 244 French Cinema
Topic: From the 1930s to the 1990s: Sixty Years of French Cinema. Given in French. A selection of French films that have greatly influenced the art of film making. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Carné, Godard, Sautet, Tavernier and Varda. Attendance at screenings required. Prerequisite: FRN 220, 230, 235, or permission of the instructor. **{L/A/F}** 4 credits
Martine Gantrel, Fall 1999
David Ball, Fall 2000
Offered Fall 1999, Fall 2000

GER 230 Topics in German Cinema
4 credits

German Cinema and the Third Reich (1933–45)
This course will focus on a set of films that have come to be regarded as emblematic of the Third Reich; for comparison, we will also draw on some

relevant American films. Topics to be investigated: popular and high culture in Nazi Germany; ideology and spectacle; entertainment and propaganda; the "Volk" and the Other; anti-Semitism and xenophobia; constructions of masculinity and femininity; Hitler and the cinematic imagination; cinema and history. Films: *Hitler Youth Quex; The Triumph of the Will; Request Concert; Jew Suss; The Great Dictator; The Seventh Cross; Munchhausen; Kolberg; The Wonderful and Horrible Life of Leni Riefenstahl.* Screening fee. **{L/H/A}**
Hans Vaget
Offered Fall 2000

Weimar Cinema (1919–33)
A study of representative German films from Germany's "Golden Age" with emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; changing role of women; genesis of horror, action and utopian film; influence on New German Cinema and contemporary popular culture. Knowledge of film and of German is not required, although background in either would be useful. Films by Lang, Murnau, Pabst, Sternberg, Wegener and Wiene. (E) **{L/H/A}**
Hans R. Vaget
Offered Spring 2001

ITL 342 Italian Cinema
A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini, Bertolucci and Moretti. Conducted in English. **{L/A}** 4 credits
Anna Botta
Offered Fall 2000

SLL 265 Topics in Latin American Literature
4 credits

"The Bronze Screen": Performing Latina/o on Film and in Literature
This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. *Class discussions will be in English, but bilingualism will be encouraged throughout the course.* **{L/F}**
Nancy Saporta Sternbach
Offered Spring 2000

Latin American Film as Visual Narrative
"Neither a call to exoticism nor an appeal to marginality," the Latin American films of the last 20 years deal with current concerns of our neighbors to the South. Made in many different countries, the films selected focus on the ethics of participation, women as subjects as history, art and utopia, "third cinema" as oppositional discourse, gender troubles, humor and the low-budget, the "ethnic" documentary. The goals of the course are to enhance cultural knowledge through the popular media of film and to improve students' linguistic skills. Films are subtitled; readings are (mostly) in Spanish. Prerequisite: SPN 200 or above. **{L/A}**
4 credits
Marina Kaplan
Offered Fall 2000

THE 317 Movements in Design
{A} 4 credits

Topic: To be announced
Nicolae Ularu
Offered Fall 1999

Topic: To be announced
Nicolae Ularu
Offered Spring 2000

The Minor

Adviser: Ben Singer.

The Film Studies Program offers the opportunity for in-depth study of the history, theory and criticism of film and other forms of the moving image. The program's primary goal is to expose students

to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium's significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:
FLS 200 Introduction to Film Studies
FLS 351 Film Theory

Electives:
AAS 350 Seminar: Race and Representation: Afro-Americans in Film
ARH 280 Film and Art History
ENG 120 Colloquia in Literature: Shakespeare and Film
FLS 241 Genre/Period
FLS 245 British Film and Television
FLS 280 Video Production Workshop
FLS 281 Video Production Workshop
FLS 282 Advanced Video Production Workshop
FLS 350 Questions of Cinema
FRN 244 French Cinema
GER 230 German Cinema
ITL 342 Italian Cinema
SLL 265 Topics in Latin American Literature: Topic: Latin American Film as Visual Narrative
SLL 265 Topic: The Bronze Screen: Performing Latina/o on Film and in Literature
THE 317 Movements in Design

First-Year Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.

These courses will be taught on an experimental basis and are to be offered not more than twice during the first semester in the academic years 1999–2000 to 2000–01.

FYS 110 Image and Word in Classical Mythology
An introduction to analyzing works of art. A focused exploration of the meanings that selected Greek and Roman myths have in different times and in different cultural contexts, as well as variations expressed by different artists. Consideration given to divergent interpretations found in art and in literature. The underlying theme is using writing as a tool in the process of learning how to see, analyze and understand works of art. Students will present their analyses and ideas, as well as the visual evidence on which they are based, in short written and oral assignments that will explore how word choices affect seeing and understanding. Students will work with original works of art in the Smith College Museum of Art, and some class meetings will be held in that and other museums. Enrollment limited to 16 first-year students. (E) **{H/A} WI** 4 credits
Caroline Houser (Art)
Offered Fall 1999

FYS 111 Jerusalem in History, Literature and Art
An introduction to the development of Jerusalem as a sacred city in fact, in concept and in image. The history of Jerusalem will enhance understanding of the symbolic values of Jerusalem in literature and art from the past to the present. Classes will include videos on biblical backgrounds, and many classes will be held in the Smith College Museum of Art and in the Mortimer Rare Book Room in Neilson Library, where students will see and evaluate various artistic representations that depict and illuminate Jerusalem in particular and Israel in general. Enrollment limited to 20 first-year students. (E) **{L/H} WI** 4 credits
Patricia Skarda (English Language and Literature) and Karl Donfried (Religion and Biblical Literature)
Offered Fall 1999

FYS 112 The Work of Repair
Human beings appear to spend a great deal of time on projects of repair—fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation. Enrollment limited to 16 first-year students. (E) **{S} WI** 4 credits
Elizabeth V. Spelman (Philosophy)
Offered Fall 1999

FYS 114 Crime and Punishment
What are some of the causes and consequences of human wrongdoing? What kinds of wrongdoing do we consider worse than others, and why? How can we tell the guilty from the innocent? How can punishments be made to fit crimes? What's the relation between punishment and guilt, the distinction between punishment and revenge? How, finally, do we define and recognize and attain that most elusive and important of human ideas: justice? We will investigate these questions by reading, discussing and writing about a trilogy of ancient Greek plays (Aeschylus, *Oresteia*), selections from the Old and New Testaments, a medieval allegory (Dante, *Inferno*), a 19th-century psychological novel (Dostoevsky, *Crime and Punishment*), and three modern American films. Enrollment limited to 16 first-year students. (E) **WI {L}** 4 credits
Jefferson Hunter (English Language and Literature)
Offered Fall 1999

FYS 115 Radio Play: Production and Performance
Investigation of "voice" in contemporary writing and an introduction to radio drama as it has interpreted voice and texts. Students adapt stories for radio, using selected literature and oral histories; the scripts are edited, produced and performed on campus radio by the class. Intensive writing and vocal work. Enrollment limited to 16 first-year students. (E) **{A} WI** 4 credits
Ellen Kaplan (Theatre)
Offered Fall 2000

FYS 120 American Cities in Crisis
An examination of the current condition of American cities, how they have come to be as they are, and their possibilities for the future. While cities were once seen as sites of wealth and power, the very word "urban" has come to connote poverty and decay. This is a seminar about why. Topics covered will include the role of technological change in urban evolution and important policy decisions regarding poverty, housing, transportation and local finance. Enrollment limited to 16 first-year students. (E) **{H/S} WI** plus some attention to quantitative skills. 4 credits
Randall Bartlett (Economics, Director of Urban Studies, and member of the Advisory Committee of the Program in Public Policy)
Offered Fall 1999

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the rise and demise of the Northampton State Hospital, its impact on the city of Northampton's character and development, and the current planning process around the redevelopment of the site. The Northampton State Hospital grounds lie adjacent to (west of) Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had over 2,000 patients and over 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Now, 154 acres of land and 45 buildings on the "campus" have been made available by the state for reuse and future development. As a case study of socio-economic change and public policy, this seminar will explore the history of the Northampton State Hospital, deinstitutionalization and the hospital's closing, and the prospects for the site. Students will develop background and skills, including map reading, site visits, and historical research, to prepare material for local historical libraries and to contribute to the planning process for the redevelopment of the hospital grounds. Enrollment limited to 16 first-year students. (E) **{H/S} WI** 4 credits
Thomas Riddell (Economics and member of the Advisory Committee of the Program in American Studies)
Offered Fall 1999

FYS 122 Imagining Power, Building New Worlds: Passion and Leadership in the American Experience
In this seminar we will explore the circumstances in which American women came to imagine new leadership roles in social and political life. We will explore women's efforts to gain access to higher education, the professions, scientific training and political power. We will examine as well the prominence of women in American social reform and philanthropic movements. We will assess the influence of ideology, social class, culture, geography, race and religion on the variety of women who transformed American society, including among them some of Smith's panoply of leaders: Betty Friedan, Gloria Steinem and Jill K. Conway. Readings will consist of autobiography, historical documents and political tracts, as well as scholarly analyses of women's movements at several junctures in American political life. Enrollment limited to 20 first-year students. (E) **{S} WI** 4 credits
Susan Bourque (Government) and Donna Robinson Divine (Government)
Offered Fall 1999

FYS 123 Technology and the Invention of Modern America
An introduction to the role of technological change as it has shaped American history, and the forces that shape the evolution of technology. Does technology drive history? In what sense are technologies socially constructed? What role does war play in generating new technology, and how has technology changed warfare? Is technology just

applied science? How have steam engines, automobiles, electrification, computers, and similar changes reshaped everyday life? Students will explore these issues and develop expertise through readings, including some primary sources, videos, and field trips to local museums. (E) **{H/S} WI** 4 credits
Mark Aldrich (Economics)
Offered Fall 2000

FYS 130 Lions: Science and Science Fiction
The earliest cave paintings illustrate human interest in social mammals since the dawn of civilization. This seminar will explore how sociality fits into the biology of these mammals. We will study how the ecology, evolution, behavior, physiology and reproduction of lions affect and are affected by their social structure. Also, during the semester we will see how novels such as the *Chanur* series by C.J. Cherryh have used this science to create science fiction. Enrollment limited to 16 first-year students. (E) **{N}** Quantitative skills. 4 credits
Virginia Hayssen (Biological Sciences)
Offered Fall 1999

FYS 132 Social Identity and Race
Questions of personal identity and the social meaning of race and ethnicity in contemporary society provide the basis for an exploration of the ways in which the natural and social sciences use graphs, figures and charts to describe information. Both the interpretation and construction of a variety of representational modes will be emphasized. Lecture, discussion and a weekly computer laboratory. Enrollment limited to 20 first-year students. (E) **{S/M}** Quantitative skills. 4 credits
Brenda Allen (Psychology) and Fletcher Blanchard (Psychology)
Offered Fall 1999

FYS 134 Geology in the Field
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of clues in the field. Class meetings will take place principally outdoors (weather permitting) at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. Enrollment limited to 14 first-year students. **{N} WI** 4 credits
John Brady
Offered Fall 1999

FYS 135 The Explorers
A survey of five major explorations. What do Hilary, Shackleton, Earhardt and Herzog have in common? Why did they go? Did they live, die, get injured? Students will each study one major expedition culminated by a multi-media presentation of the exploration. The presentation will require Web Page skills, PowerPoint and Superlink, all of which will be taught in the course. In addition to group study of a sixth exploration, students will also study navigation and complete a celestial navigation course. (E) **WI** and quantitative skills.
4 credits
James Johnson
Offered Fall 2000

FYS 140 Literature and Medicine
This course explores the ways in which science and literature intersect by considering the theme of physical and mental illness in a range of genres: fiction, poetry, non-fiction essays and clinical studies. In discussions, oral presentations and written work, we will examine those ways in which the language of one discipline—medicine—complements, counters and illuminates the language of another, allowing us to see the patient as text, and the text as patient. Through an NEH grant, this course will be taught in collaboration with two high school classes; there will be opportunity for optional joint discussions and meetings with those teachers and students. Enrollment limited to 16 first-year students. (E) **{L} WI** 4 credits
Ann Leone (French Language and Literature)
Offered Fall 1999

Foreign Language Literature Courses in Translation

Visiting faculty and some lecturers are generally appointed for a limited term.

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 64–66 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 190 The Trojan War
CLS 227 Classical Mythology
CLS 230 The Historical Imagination
CLS 232 Paganism in the Greco-Roman World
CLS 233 Gender and Sexuality in Greco-Roman Culture
CLS 234 Rites of Passage
CLS 236 Cleopatra: Histories, Fictions, Fantasies

EAL 100 The Literary Traditions of East Asia: China, Japan and Korea
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 235 How Poems Mean in China and the West
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature
EAL 242 Modern Japanese Literature
EAL 251 Modern Korean Literature
EAL 252 The Korean Literary Tradition
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics on East Asian Literatures

GER 151 Colloquium: Germans and Jews
GER 227 Topics in German Studies
GER 230 Topics in German Cinema
GER/MUS 271 Richard Wagner: Pro and Contra
GER 288 Narratives of the Nation, 1806–1990

RUS 126 Readings in 19th-Century Russian Literature
RUS 127 Readings in 20th-Century Russian Literature
RUS 235 Tolstoy
RUS 235 Dostoevsky
RUS 236 Russian Drama
RUS 237 The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*
RUS 239 Major Russian Writers

French Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Ruth J. Simmons, Ph.D.
Lawrence Alexander Joseph, Ph.D.
§[2]James J. Sacré, Ph.D.
David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)
*[1]Mary Ellen Birkett, Ph.D.
*[2]Ann Leone, Ph.D., *Chair, 1999–2000*

Associate Professors
**[1]Martine Gantrel, Agrégée de l'Université, Docteur de Troisième Cycle en Littérature Française
†[2]Denise Rochat, Ph.D.
§[2]Eglal Doss-Quinby, Ph.D.
§[1]Janie Vanpée, Ph.D.

Assistant Professor
**[1]Jonathan Gosnell, Ph.D.

Instructors
Curtis Small, M.A., M.Phil.
Hélène Visentin, M.A., D.E.A.

Lecturers
Christiane Métral, Lic. ès. L.
Catherine Marchiset Bloom, M.A.
Nicole Ball, C.A.P.E.S. de Lettres Modernes

Visiting Lecturer from the École Normale Supérieure in Paris
Mélanie Leroy-Terquem

Mendenhall Fellow
Anne François

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films and work in the Center for Foreign Languages and Cultures (CFLAC) will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

Credit is not granted for the first semester only of French 101d.

101d Accelerated Beginning French
A one-year accelerated introduction to French based on the video method "French in Action" and materials such as articles, poems and short stories. Students completing the course normally go on to French 220 or 230, and may become eligible for study in Paris or Geneva during their junior year. Class meetings: four days a week and daily work in the Center for Foreign Languages and Cultures. Enrollment limited to 20 per section.
{F} 10 credits
Eglal Doss-Quinby, Curtis Small, Hélène Visentin, Fall 1999
Ann Leone, Curtis Small, Hélène Visentin, Spring 2000
Mary Ellen Birkett, To be announced, Fall 2000
Mary Ellen Birkett, To be announced, Spring 2001
Full-year course; offered each year

120 Intermediate French
Review of basic grammar and language skills based on a film and video clips. Role plays, discussions and weekly compositions. Other materials may include a play, poems or short stories. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Students completing the course normally go on to French 220. Enrollment limited to 20 per section. Four class hours per week plus laboratory. **{F}** 4 credits
Christiane Métral, Nicole Ball, Fall 1999
Janie Vanpée, To be announced, Fall 2000
Offered Fall 1999, Fall 2000

220 High Intermediate French
Comprehensive review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: three or four years of high school French, 101d or permission of the department. Students completing the course normally go on to French 230 or above. **{F}** 4 credits
James Sacré, Jonathan Gosnell, Mélanie Leroy-Terquem, Lawrence Joseph, Fall 1999
Martine Gantrel, To be announced, Fall 2000
Offered Fall 1999, Fall 2000

220 High Intermediate French
A continuation of 120. Review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play and a novel. Prerequisite: 120 or permission of the department. Students completing the course normally go on to French 230 or above. **{F}** 4 credits
Denise Rochat, Catherine Marchiset Bloom, Spring 2000
Ann Leone, Jonathan Gosnell, To be announced, Spring 2001
Offered Spring 2000, Spring 2001

255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as roundtable discussions, formal interviews, intellectual exchanges and documentary reporting—students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal *exposés*, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Enrollment limited to 14. **{F}** 4 credits
Christiane Métral
Offered Interterm 2000

300 Advanced Grammar and Composition
Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics. Discussions and reports based on short texts and films. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. **{F}** 4 credits
Denise Rochat, Fall 1999
Hélène Visentin, Fall 2000
Offered Fall 1999, Fall 2000

385 Advanced Studies in Language
{F} 4 credits

Comparative Stylistics
For advanced students who wish to explore the rich variety of expressive possibilities in French and achieve clarity and elegance in written communication. Translation exercises designed to highlight the similarities and differences, the supports and interferences between French and English structures. Development of writing proficiency through rhetorical analysis and pastiche. Exposure to a wide range of styles, from the literary to the colloquial.
Eglal Doss-Quinby
Offered Spring 2000

Writing (Like the) French
Writing on opposing sides of current social issues in French and Francophone cultures. Reading, debating and writing about questions such as nationalism, the new Europe, immigration, the environment, public health, or cultural wars. Emphasis on rhetoric and forms specific to French argumentation—*compte rendu, résumé de texte, dissertation*. Review of more difficult points of grammar, especially as they relate to organizing a

cogent argument. Prerequisite: normally, one course in French at the 250 level or above or permission of the instructor. Enrollment limited to 15.
Janie Vanpée
Offered Spring 2001

Intermediate Literature and Culture

230 Readings in Modern Literature
An introduction to literature, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220 or permission of the instructor. **{L/F}** 4 credits
Sections as follows:

Childhood and Self-Discovery
An examination of the representation of childhood and its relationship to family, society, memory, creativity and self-discovery. Readings from 19th- and 20th-century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle and others. **{L/F}**
Mélanie Leroy-Terquem, Fall 1999
To be announced, Fall 2000, Spring 2001
Offered Fall 1999, Fall 2000, Spring 2001

Quest for Identity
Who am I? Is the self united or divided? What is its relation to others? These questions, addressed by a number of 20th-century writers, will be the central focus in a course which aims to introduce the fundamental concepts of literary criticism. Reading of poems, plays, stories and novels by Beckett, Sarraute, Gide, Supervielle and Duras. **{L/F}**
James Sacré, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

Fantasy and Madness
A study of the imagination, its powers and limits in the individual and society, and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, Marguerite, Duras **{L/F}**
Mélanie Leroy-Terquem, Fall 1999
Curtis Small, Spring 2000
To be announced, Fall 2000
Offered Fall 1999, Spring 2000, Fall 2000

Black Francophone Women Writers
Images of slavery, sexuality and France in the works of contemporary Black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé and Myriam Warner-Vieyra. **{L/F}**
Curtis Small, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

244 French Cinema
Topic: From the 1930s to the 1990s: Sixty Years of French Cinema
Given in French. A selection of French films that have greatly influenced the art of film making. Students will be encouraged to develop a specifically cinematic discourse through close analysis of individual films. Works by directors such as Carné, Godard, Sautet, Tavernier and Varda. Attendance at both screenings required. Prerequisite: FRN 220, 230, 235, or permission of the instructor.
{L/A/F} 4 credits
Martine Gantrel, Fall 1999
David Ball, Fall 2000
Offered Fall 1999, Fall 2000

251 The French Press
An examination of contemporary French culture in periodicals such as *Le Monde, L'Express, Le Nouvel Observateur* and others. Problems including the role of the media, education and youth, French politics, and the French view of the United States will be analyzed. Occasionally other media (e.g., television and radio) will be studied. There will be a fee for course materials. Prerequisite: a course above 220 or permission of the instructor. **{S/F}** 4 credits
Nicole Ball, Fall 1999
Nicole Ball, James Sacré, Mélanie Leroy-Terquem, Spring 2000
Martine Gantrel, To be announced, Spring 2001
Offered Fall 1999, Spring 2000, Spring 2001

253 Medieval and Renaissance France
A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits
Eglal Doss-Quinby, Fall 1999
Mary Ellen Birkett, Spring 2000
To be announced, Fall 2000, Spring 2001
Offered both semesters each year

254 France Before the Revolution: The Ancien Régime
From Versailles to the guillotine: a study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits
Hélène Visentin, Mélanie Leroy-Terquem, Spring 2000
Mary Ellen Birkett, Fall 2000
Hélène Visentin, To be announced, Spring 2001
Offered Spring 2000, Fall 2000, Spring 2001

256 From Revolution to Revolution: 1789 to 1968
An introduction to important transformations in 19th- and 20th-century French society. We will examine various historic events and analyze their impact on political, social and cultural developments. We will gain a sense of how these symbolic moments have transformed French language and political thought, and how they are reflected in cultural forms such as literature, music, art and film. Prerequisite: a course above FRN 220 or permission of the instructor. **{F/H/S}** 4 credits
Jonathan Gosnell, Fall 1999, Fall 2000, Spring 2001
Lawrence Joseph, Spring 2000
Offered both semesters each year

260 Literary Visions
This course will study how pivotal novelists of the 19th and 20th centuries shape their literary vision of the world and lead the reader to share it. Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above FRN 220 or permission of the instructor. **{L/F}** 4 credits
Denise Rochat, Fall 1999, Spring 2000
To be announced, Fall 2000, Spring 2001
Offered both semesters each year

Advanced Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

320 Topics in Medieval/Renaissance Literature
Topic: Erotisme et Courtoisie. Through representative narrative and lyric texts, this course will explore the emergence, codification and eventual degradation of the concept of *fin'amors*, and oppose the courtly model of love to the eroticism characteristic of certain *genres popularisants*, with special attention to the feminine voice.
Eglal Doss-Quinby
Offered Spring 2000

340 Topics in 17th/18th-Century Literature
{L/F} 4 credits

Women Writers and Images of Women in 17th-Century French Literature
The course will examine the representation of women in 17th-century society through different literary genres and will analyze texts by women authors. The relations between these representations and the social and historical context will be central to our study of this period. Topics will include the transition from the Baroque to Classicism, and the evolution of dominant intellectual and political currents such as rationalism and absolutism. Texts by Corneille, Molière, Marie-Madeleine de La Fayette, Madeleine de Scudéry, Madame de Sévigné, La Bruyère.
Hélène Visentin
Offered Fall 1999, Fall 2000

Power, Subversion and Sexuality in Pre-Revolutionary France
An exploration of strategies used by writers in the 18th century to subvert the established power of the "Ancien Régime" in the political, religious, philosophical and sexual realms. Writers such as Montesquieu, Voltaire, Diderot, Rousseau, Françoise de Graffigny and Choderlos de Laclos.
David Ball
Offered Spring 2000

360 Topics in 19th/20th-Century Literature
{L/F} 4 credits

Dancing on the Volcano: The Haitian Revolution in Literature
This course will examine various literary representations of Haiti's revolution for independence. Texts by 19th- and 20th-century writers will be read in an attempt to map the ways these authors have (re)written the Revolution in various aesthetic and ideological contexts from the Romantic era to the postcolonial period. Writers will include Mme. de Duras, Victor Hugo, Alphonse de Lamartine, Aimé Césaire, Marie Chauvet and Jean Métellus. Readings will also include selections from texts in history, literary criticism and postcolonial studies.
Curtis Small
Offered Fall 1999

The Romantic Revolution
A study of the French version of the cultural upheaval that swept all of Europe in the early 19th century, providing the basis of many artistic, social and political norms by which we still live. Readings will include works by Rousseau, Chateaubriand, Hugo, Lamartine, Vigny, Musset, Sand, de Duras and Stendhal.
To be announced, Fall 2000
Mary Ellen Birkett, Spring 2000, Spring 2001
Offered Spring 2000, Fall 2000, Spring 2001

Topic: To be announced
To be announced
Offered Fall 2000

370 Genre Studies
{L/F} 4 credits

Myth and Tragedy
A study of the evolution of the tragedy from the 16th century to the present, as compared to the model of classical antiquity. Emphasis on stage setting, public and dramatic theory. The course will also explore the notion of the tragic and its relationship to myth. Works by authors such as Robert Garnier, Pierre Corneille, Jean Racine, Jean Giraudoux and Jean Anouilh. **{L/F}** 4 credits
Hélène Visentin
Offered Spring 2001

380 Topics in French Cultural Studies
4 credits

To Be or Not to Be (French)? Cultural Constructs and the Crisis of National Identity in Contemporary France
The two themes explored this year will be the history and sociology of French Cuisine and the antagonism between Paris and the provinces. Readings will include case studies by sociologists and historians; works of fiction (Zola, Proust, Roger Martin du Gard); articles in newspapers and magazines. Films by Gabriel Axel, Marco Ferreri, Eric Rohmer and Claude Chabrol. **{S/F/L}**
Martine Gantrel
Offered Fall 1999, Spring 2001

America in the French National Conscience: From Tocqueville to PC
Over the last two centuries, what hold has "America" had on the French imagination? What kinds of sentiment does America evoke in intellectual, artistic and political circles in France today? Through a careful reading of selected works, we will consider America seen through the French lens—as democratic model, as modernity personified, as cultural menace. Our collaborative study will take us from virulent anti-Americanism to the "Americanization" of French society. We will examine contemporary French views articulated in the media and the arts. Particular attention will be paid to cross-cultural perceptions. **{S/F}**
Jonathan Gosnell
Offered Fall 2000

The Year 1913
A course for seniors majoring in French studies. During what is arguably the most brilliant year in France's modern cultural history, when the cubist painters perplexed a conventionally minded bourgeois and Stravinsky's *Sacre du Printemps* provoked a riot at its first performance at the Ballet Russes, the forces of tradition also faced a sudden surge of writing of astonishing originality. The appearance of these texts set the terms for developments in literature for the rest of the century. Our course will place this cultural conflict in a wider historical context, focusing on texts by Martin du Gard, Barrès, Anna de Noailles, Colette, Alain-Fournier, Claudel, Proust, Larbaud, Cendrars and Apollinaire. **{L/F}**
Lawrence Joseph
Offered Spring 2000

Seminars

Prerequisite: one course at the 300 level.

391 Topics in Literature
4 credits

Autobiography in the Romantic Era
A study of the literary techniques major writers have used to portray themselves in novels, memoirs and poems as well as in autobiographies. Authors will include Rousseau, Chateaubriand, Constant, Stendhal, Hugo and Sand. **{L/F}**
Lawrence Joseph
Offered Fall 1999

Emile Zola: A Bourgeois Unlike the Others. The Politics of Self-Representation in Fin-de-Siècle France
The seminar will approach Zola's masterpiece, *Histoire Naturelle et Sociale d'une Famille sous le Second Empire*, from the unusual point of view of self-representation. Our contention will be that Zola weaves into his description of degenerate and instinct-driven Fin-de-Siècle French society a portrait of himself as one who is miraculously spared the degeneration afflicting all others. Readings will include *Thérèse Raquin, La Fortune des Rougon, La Faute de l'abbé Mouret, Pot-Bouille, L'Oeuvre* and *Le Docteur Pascal*. **{F/L}**
Martine Gantrel
Offered Fall 2000

392 Topics in Culture
{L/F} 4 credits

Rural France: Myths and Realities
The cultural, social and daily life of the French farmer. Literary works will be read in the light of historical documents showing how the French characteristically see and imagine some of their roots.
James Sacré
Offered Spring 2000

"Family Values" in the Enlightenment
The debate over woman's changing legal, civil, social, sexual and cultural status and her role in the family as represented in the fiction and philosophical texts of the Enlightenment. Readings from l'Abbé Prévost, Françoise de Graffigny, Diderot, Rousseau, Isabelle de Charrière, the *Encyclopédie*, Laclos, Sade and some legal documents and treatises.
Janie Vanpée
Offered Spring 2001

404 Special Studies
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments.
4 credits
Offered both semesters each year

Cross-listed Courses

CLT 272 Women Writing: 20th-Century Fiction

CLT 274 The Garden

CLT 333 Poetry and Madness

FLS 231 Major Directors: Jean Renoir

Study Abroad in Paris or Geneva

Advisers: David Ball, Paris
James Sacré, Geneva

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Recommendations for study abroad: Normally, students going on Junior Year Abroad to Paris or Geneva should have completed a minimum of four semester-long courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students should take one of the following: 253, 254, 256, 260, or a course at a higher level.

The Majors

Advisers: David Ball, Mary Ellen Birkett, Eglal Doss-Quinby, Martine Gantrel, Jonathan Gosnell, Lawrence Joseph, Ann Leone, Denise Rochat, James Sacré.

French Language and Literature

Requirements:

1. The basis for the French language and literature major: 253, 254, or an equivalent accepted by the department;
2. 300, followed by 385;
3. a 300-level four-credit course or seminar in French literature, to be taken in the senior year;
4. six additional four-credit courses in French at the 230 level or above (of which four must be in literature).

Majors in French literature must have a minimum of six (6) 300-level courses in French, including 300 and 385.

Students majoring in French literature must take at least two (2) courses in periods before the 19th century. FRN 253 and above may count toward the period requirement. French literature majors are encouraged to take CLT 300, Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French studies major: 253, 254, or an equivalent accepted by the department;
2. 300, followed by 385;
3. 380 or 392, a seminar in French studies, to be taken in the senior year;
4. six additional four-credit courses in French at the 230 level or above (of which two may be chosen from the French department or from appropriate offerings in other departments).

Majors in French studies must have a minimum of five (5) 300-level courses in French, including 300 and 385.

Students majoring in French studies must take at least two (2) courses in periods before the 19th century. FRN 253 and above may count toward the period requirement.

Honors

Director: Lawrence Joseph.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered fall semester each year

Requirements: A student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second

semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

Graduate

Advisers: Eglal Doss-Quinby, 1999–2000; Janie Vanpée, 2000–2001.

559 The Teaching of French
Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to seniors and students preparing for teacher certification. **{F}**
4 credits
Eglal Doss-Quinby, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

580 Advanced Studies
Arranged in consultation with the department.
4 credits
Offered both semesters each year

580d Advanced Studies
8 credits
Full-year course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Geology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
H. Robert Burger, Ph.D., *Chair*
H. Allen Curran, Ph.D.
Brian White, Ph.D.
John B. Brady, Ph.D.
Robert M. Newton, Ph.D.

Assistant Professor
** [2]Bosiljka Glumac, Ph.D.

Lecturers
Amy Larson Rhodes, Ph.D.
Mark E. Brandriss, Ph.D.

Laboratory Instructor
Neil E. Tibert, M.Sc.

Research Associate
Casey Ravenhurst, Ph.D.

Research Assistant
Ann Pufall

Students contemplating a major in geology should elect 111, 108, 121 or FYS 134 and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105 Natural Disasters: Understanding and Coping
An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides and tornadoes. Topics include the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors. **{N}** 4 credits
Robert Burger
Offered Fall 1999, Fall 2000

108 Oceanography
An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere interactions, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. **{N} WI** 4 credits
Allen Curran
Offered Spring 2000, Spring 2001

109 The Environment
A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards, and land-use planning. **{N}** 4 credits
Amy Rhodes
Offered Spring 2000, Spring 2001

111 Introduction to Earth Processes and History
An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages and dinosaur habitats. **{N}** 4 credits
Robert Newton, Fall 1999

Amy Rhodes, Fall 2000
Bosiljka Glumac, Spring 2000
Mark Brandriss, Spring 2001
Offered both semesters each year

FYS 131 Environmental Issues on Campus
This course is designed to use the natural outdoor setting of the Smith College campus pond and the Smith College Experimental Forest in Whately, Massachusetts to evaluate the environmental impact of land-use changes. We will investigate how dredging the campus pond may impact ecosystems located downstream, the history of dam construction along the Mill River, and how colonial and modern agricultural activity and development have impacted the chemistry of soils. Class time will be spent making field measurements and observations or performing laboratory analyses on water and soil samples collected in the field. Students will submit written assignments following each field trip or laboratory exercise. Enrollment limited to 14 (van capacity) first-year students. (E) **{N} WI** 4 credits
Amy Rhodes (Geology)
Offered Fall 2000

FYS 134 Geology in the Field
Clues to over 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of clues in the field. Class meetings will take place principally outdoors (weather permitting) at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. Enrollment limited to 14. **{N} WI** 4 credits
John Brady
Offered Fall 1999

221 Mineralogy
A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative X-ray spectroscopy, and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111, 108, 121 or FYS 134. **{N}** 4 credits
Mark Brandriss, Fall 1999
John Brady, Fall 2000
Offered Fall 1999, Fall 2000

222 Petrology
An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. **{N}** 4 credits
John Brady
Offered Spring 2000, Spring 2001

231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology and geologic-biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111, 108, 121 or FYS 134; open without prerequisite to majors in biological sciences. **{N}** 4 credits
Allen Curran
Offered Fall 1999, Fall 2000

232 Sedimentology
A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 111, 108, 121 or FYS 134. **{N}** 4 credits
Bosiljka Glumac
Offered Fall 1999, Fall 2000

235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis
An introduction to the principles and practice of scanning electron microscopy and energy dispersive X-ray microanalysis with emphasis on biological and geological applications. Topics covered in lecture and laboratory include electron optics, instrument design, operational parameters, interpretation of micrographs, specimen preparation, photographic processes, and acquisition and processing of X-ray spectra. Independent research projects applying scanning electron microscopy and/or X-ray microanalysis will be carried out by students. Four three-hour lectures and daily laboratory work, including discussions and demonstrations. Two weeks. Enrollment limited to 12. No prerequisites. (E). {N} 1 credit
John Brady, Richard Briggs (Biology), Robert Newton
Offered Interterm

241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Weekend field trip to Connecticut and New York State. Prerequisite: 111, 121 or FYS 134, or any 200-level geology course. {N} 4 credits
Robert Burger
Offered Spring 2000, Spring 2001

246 Geology of Death Valley
This field-oriented course will examine the diverse geology of Death Valley including its geomorphological evolution and its structural and volcanic history. Special attention will be directed to those processes currently modifying Death Valley's landscape. Each student will be involved in an independent study project selected from: neotectonics, recent volcanic activity, or currently active geomorphologic processes. Prerequisites: 111 or equivalent and permission of the instructors. Enrollment limited to 16. {N} 4 credits
Robert Burger
Offered Spring 2001

251 Geomorphology
The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111, 108, 121 or FYS 134. {N} 4 credits
Robert Newton
Offered Spring 2000, Spring 2001

270j Carbonate Systems and Coral Reefs of the Bahamas
A field-oriented course to examine in detail the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. Offered in alternate years. {N} 3 credits
Allen Curran, Brian White
Offered Interterm 2000

301 Aqueous Geochemistry
The study of geochemical reactions that result from the interaction of natural waters with geological materials. Emphasis will be on the processes that control water quality in surface and groundwaters. Principles to be covered include alkalinity and pH, equilibrium thermodynamics, mineral solubility, metal complexation, redox reactions, and stable isotope geochemistry. The laboratory will include field trips to regional watersheds and an abandoned mine. Prerequisites: CHM 111 or the equivalent strongly recommended; CHM 224 or the equivalent suggested. Enrollment limited to nine. {N} 4 credits
Amy Rhodes
Offered Fall 1999

PPL 303 Seminar in Public Policy for Marine and Coastal Resources

309 Groundwater Geology
A study of the occurrence, movement and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the

relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 111, 121 or FYS 134, and MTH 111. Enrollment limited to 14. {N} 4 credits
Robert Newton
Offered Fall 2000

311 Environmental Geophysics
Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity, and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries, and mapping leachate plumes. Prerequisites: two geology courses at the intermediate level and MTH 111. Enrollment limited to 12. {N} 4 credits
Robert Burger
Offered Fall 1999, Fall 2000

355 Geology Senior Seminar
Topic: Geology and Ecology of Coral Reefs: Past, Present and Future. Open to seniors and qualified juniors with permission of the instructor. {N} 3 credits
Allen Curran and Paulette Peckol
Offered Spring 2000

361 Tectonics and Earth History
A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently; geology minors with permission of the instructor. {N} 4 credits
Bosiljka Glumac, Spring 2000
Mark Brandriss, Spring 2001
Offered Spring 2000, Spring 2001

400 Advanced Work or Special Problems in Geology
Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. 2 or 4 credits
Members of the Department
Offered both semesters each year

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2000, Robert Newton; for the class of 2001, John Brady; for the class of 2002, Bosiljka Glumac; for the class of 2003, Allen Curran.

Adviser for Study Abroad: Bosiljka Glumac.

Basis: 111, or 108, or 121 or FYS 134.

Requirements: eight semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, and two additional courses at the advanced level (one of which must be 361). Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111, 121 or FYS 134, 231, 232, 251, 361, and an elective course. A student concerned about environmental and resource issues might take 111, 108, 109, 221, 232 and 309. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111, or 108, or 121 or FYS 134 and a total of no more than three courses at the 100 level.

Honors

Director: Robert Newton.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Basis: 111, or 108, or 121, or FYS 134.

Requirements: seven semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251 and 361. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors a field-based course. Normally the course takes place one year in the Bahamas during Interterm and the following year in Death Valley, California, or Hawaii during spring break. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Bahamian Field Station on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley's present landscape.

The geology department is a member of the Keck Geology Consortium, a group of 12 liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1]Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)
**[2]Jocelyne Kolb, Ph.D.

Associate Professors
Margaret Skiles Zelljadt, Ph.D., *Chair*
*[2]Gertraud Gutzmann, Ph.D.
§[1]Joseph George McVeigh, Ph.D.

Assistant Professor
Cornelius Partsch, Ph.D.

Lecturer
Sandra Alfers, M.A.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 100d, 110d, 111d, 120 or 220.

Students who plan to major in German studies or who wish to spend the junior year in Hamburg should take German in the first two years. Courses in European history and in other literatures are also recommended, as is the colloquium, 151, which counts as a writing-intensive course.

Courses in English

151 Colloquium: Jews in German Culture
What is anti-Semitism? Representations of anti-Semitism and of philo-Semitism in German literature. The importance of the Jewish presence in German culture. Texts by M. Luther, G.E. Lessing, M. Mendelssohn, the Grimm Brothers, H. Heine, Annette von Droste-Hülshoff, R. Wagner, A. Schnitzler, T. Mann, Else Lasker-Schüler, P. Celan and others. **{L} WI** 4 credits
Cornelius Partsch, Fall 1999
Hans R. Vaget, Fall 2000
Offered Fall 1999, Fall 2000

227 Topics in German Studies
4 credits

Over My Dead Body: Crime and Criminals in German Literature
An examination of representations of crime, criminals and punishment in German culture from the late Middle Ages to the present. The course will focus on how these categories have been imagined, appropriated, controlled, and on how they relate to current debates about the prison system, the death penalty, police brutality, and eugenics. Readings from disciplines besides literature, including film, philosophy, science and sociology. Writers include Schiller, E.T.A. Hoffman, Büchner, Kafka, Süskind, Foucault, Nordau and Lombroso. No knowledge of German required. **{L/H}**
Cornelius Partsch
Offered Spring 2000

Women in Wagner: Saints, Sinners and Valkyries
According to Nietzsche, the women in Wagner's operas are, at heart, all modern decadents, sisters of Madame Bovary. What part, precisely, do 19th-century notions of femininity (femme fatale, hysteric, saint, warrior) play in the construction of Wagner's legendary and mythological characters? A study of the major operas from *The Flying Dutchman* to *Parsifal*, text and video recordings; critical readings from Nietzsche, G.B. Shaw, Thomas Mann, Catherine Clement, contemporary feminist and cultural studies. A knowledge of

German and of music is not required. **{L}**
Hans R. Vaget
Offered Fall 2000

America and the Germans
This course will examine the bilateral influences of German culture in America and American culture in German-speaking lands with a particular focus on the last 150 years. After surveying patterns of German emigration to the United States between the 17th century and the post–World War II period, questions of cultural assimilation, cultural maintenance, ethnic identity among German-Americans, and the changing image of Germany and German-Americans in the American media will be addressed. Also examined will be perceptions of America and American cultural influences in German-speaking lands in the 19th and 20th centuries. Knowledge of German not required. **{L/H}**
Joseph McVeigh
Offered Spring 2001

230 Topics in German Cinema
4 credits

Weimar Cinema (1919–33)
A study of representative German films from Germany's "Golden Age" with emphasis on investigating historical and sociological background; influence of Expressionist theater; advent of sound; changing role of women; genesis of horror, action and utopian film; influence on New German Cinema and contemporary popular culture. Knowledge of film and of German is not required, although background in either would be useful. Films by Lang, Murnau, Pabst, Sternberg, Wegener and Wiene. (E) **{L/H/A}**
Hans R. Vaget
Offered Spring 2001

German Cinema and the Third Reich (1933–45)
This course will focus on a set of films that have come to be regarded as emblematic of the Third Reich; for comparison, we will also draw on some relevant American films. Topics to be investigated: popular and high culture in Nazi Germany; ideology and spectacle; entertainment and propaganda; the "Volk" and the Other; anti-Semitism and xenophobia; constructions of masculinity and femininity; Hitler and the cinematic imagination; cinema and history. Films: *Hitler Youth Quex; The Triumph of the Will; Request Concert; Jew Suss; The Great Dictator; The Seventh Cross; Munchhausen; Kolberg; The Wonderful and Horrible Life of Leni Riefenstahl.* Screening fee. **{L/H/A}**
Hans R. Vaget
Offered Spring 2000

288 Narratives of the Nation, 1806–1990: Literature, Philosophy, Music, Cinema
Students will investigate a variety of texts in which nationhood is the subject or the impetus and consider how writers, philosophers, composers and filmmakers have helped to shape, and to challenge, the idea of a German nation during the last 200 years. Texts by Kleist, Fichte, Heine, Wagner, Nietzsche, Thomas Mann, Riefenstahl, Harlan, Böll, Christa Wolf, Grass, Martin Walser. Prerequisite: 226 or permission of the instructor. **{L/F}**
4 credits
Joseph McVeigh
Offered Fall 2000

299 Hamburg Preparatory Course
This course will familiarize students with the German university system in general and student life in Hamburg in particular. Special emphasis will be placed on relevant historical, geographical, political and economic aspects of the city-state of Hamburg. Required for students who have been accepted to the Junior Year in Hamburg and open only to them. Weekly written and oral reports based on texts, newspaper articles, videos and material from the Internet. The course will meet for the second half of the semester only. (E)
1 credit
Members of the Department
Offered Spring 2000, Spring 2001

German Language

Credit is not granted for the first semester only of the elementary language courses.

100d Elementary German
An introduction to spoken and written German, presenting practical vocabulary and basic expres-

sions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. {F} 8 credits
Margaret Zelljadt, Fall 1999
Cornelius Partsch, Spring 2000
Full-year course; offered each year

110d Accelerated Elementary German
An intensive introduction to spoken and written German plus listening and reading comprehension. Students completing 110d and 111d as well as 220 and 221 or 221 and 226 the following year will be eligible to apply for the Junior Year Abroad in Hamburg. Class meetings four days a week with daily required work in the Center for Foreign Languages and Cultures. German 111d must be taken concurrently. (E) {F} 8 credits
Margaret Zelljadt
Full-year course; offered each year

111d German(y) Through the Computer
Emphasis on acquiring cultural knowledge about German, Austria and Switzerland through German Internet sites, interactive CD-ROMs, television programs and other electronic media. Weekly quizzes and short oral and written reports in German. This is a full-year course; no credit will be awarded for one semester only. Enrollment limited to students registered in GER 110d, which must be taken concurrently. (E) {F} 4 credits
Margaret Zelljadt
Full-year course; offered each year

120 Low Intermediate German
Comprehensive grammar review and vocabulary building. Introduction to contemporary German culture through literary texts with additional practice in speaking, writing and aural comprehension. Prerequisite: permission of the instructor or by placement. {F} 4 credits
Sandra Alfers, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

220 High Intermediate German
Emphasis on developing reading skills, progressing to extended, unedited literary and journalistic texts. Discussion of topics in modern German culture and literature. Regular practice in composition. Prerequisite: 110d, 120, permission of the instructor, or by placement. {F} 4 credits
Sandra Alfers, Fall 1999
Cornelius Partsch, Spring 2000
Offered both semesters each year

221 Conversation and Composition
Intensive practice of spoken and written German. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary and essay. Prerequisite: 220, permission of the instructor, or by placement. {F} 4 credits
Jocelyne Kolb, Fall 1999
Gertraud Gutzmann, Spring 2000
Offered both semesters each year

340 German Language Senior Seminar
An analysis of prose texts from a wide range of fields relating to German studies, geared to the interests of participating students. Practice in writing scholarly and less formal German, with exercises in advanced style, idiom and syntax and with translations from German to English and English to German. {F} 4 credits
Jocelyne Kolb
Offered Fall 1999, Fall 2000

German Literature and Culture

225 Flights of Fantasy, Fits of Madness
An introduction to the study of German literature, designed to develop skills in oral expression, expository writing, and the fundamentals of literary analysis. In this course we will closely read texts both entertaining and threatening that deal with aberrations of the human mind. Works by Tieck, Hoffmann, Droste-Hülshoff, Gotthelf, Freud, Kafka and others will provide the basis for discussions. Prerequisite: 221 or permission of the instructor. {F} 4 credits
Gertraud Gutzmann, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

226 The Culture of Cities: Berlin, Vienna, Munich, 1820s–1920s
Berlin, Vienna and Munich as sites of modern culture: the importance of the salon, the

Kaffeehaus, the theater and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Prerequisite: 221 or permission of the instructor. **{F/L}** 4 credits
Jocelyne Kolb, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

332 The Age of Goethe
The course will concentrate alternately on Aufklärung, Sturm und Drang, and Weimarer Klassik. Topic: Goethe and Schiller. Humanism and aesthetics in the works of Goethe, Schiller, Herder and others; the tension between Classicism and Romanticism; and the influence of Weimar Classicism on German intellectual and political history. **{L/F}** 4 credits
Jocelyne Kolb
Offered Spring 2000

334 The 19th Century: Romanticism and Realism
Topic: Romanticism. The development of the literary Romantic movement; the figure of the artist; the role of women; the discovery of "folk" poetry; the emergence of nationalism. Representative works by authors such as Novalis, Friedrich Schlegel, Tieck, Hölderlin, Kleist, Karoline von Günderode, E.T.A. Hoffmann, Eichendorff. **{L/F}** 4 credits
Jocelyne Kolb
Offered Fall 2000

336 The 20th Century: Modernism, Anti-Modernism, Post-Modernism
Topic: The Early 20th Century. Continuity and innovation against the irruptions of recent German history. The course will address modernist and avant-garde literature in the context of burgeoning urban and popular cultures between the turn of the century and the National Socialist rise to power. Works by authors such as Schnitzler, Wedekind, Thomas and Heinrich Mann, Kafka, Brecht/Weill. **{L/F}** 4 credits
Cornelius Partsch, Fall 1999
To be announced, Spring 2001
Offered Fall 1999, Spring 2001

351 German Studies Senior Seminar
Topic: The Experience of Exile: German-Speaking Authors in France, Mexico and North America, 1933 to 1947. An examination of how geographical displacement affects aesthetic innovation in the writings of such authors as Vicky Baum, Bertolt Brecht, Lion Feuchtwanger, Egon Erwin Kisch, Thomas Mann, Klaus Mann and Carl Franz Weiskopf. **{L/F}** 4 credits
Gertraud Gutzmann, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

404 Special Studies
Arranged in consultation with the department. Admission for senior majors by permission of the department. 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

Cross-listed and Interdepartmental Courses

CLT 201 Literary Anti-Semitism
How do we know whether a literary work is anti-semitically coded? What are the religious, social, cultural factors that shape imaginings of Jewishness? How does the Holocaust affect the way we look at constructions of the Jew today? A selection of seminal theoretical texts; examples mostly from literature but also from opera and cinema. Shakespeare, Marlowe, G.E. Lessing, Grimm Brothers, Balzac, Dickens, Wagner, Zola, T. Mann, V. Harlan; S. Friedländer, M. Gelber, S. Gilman, G. Langmuir, Y.H. Yerushalmi. **{L}** 4 credits
Hans R. Vaget
Offered Fall 1999, Spring 2000

CLT 251 Portraits of the Artist
Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut; E.T.A. Hoffman, Harwood, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Harwood and others. Prerequisite: one literature course at the 200 level or

permission of the instructor. **{L/A}** 4 credits
Jocelyne Kolb
Offered Fall 2000

CLT 259 Realism
Analysis of 19th-century works in relation to the rise of the middle class, the centrality of the family and the authority of the father. Emphasis on conventional Realist narration of adultery, broken marriage and women's atonement through death in novels by Balzac, Fontane and Tolstoy; attention to gaps and tensions in such texts, which destabilize both the family as a social institution and the novel as form. Study of 20th-century Realism will focus on the relations between literature and social change (Gorki's *The Mother* and Brecht's stage adaptation) and on founding narratives by writers beyond Europe, including Jacques Roumain, Alejo Carpentier and Jorge Amado. **{L}** 4 credits
Gertraud Gutzmann
Offered Fall 1999

FLS 231 Major Directors

MUS 271 Richard Wagner Pro and Contra
{A} 4 credits
Peter Bloom (Music) and Hans R. Vaget (German Studies)

Courses Offered on the Junior Year Abroad Program in Hamburg

A description of courses offered on the Junior Year Abroad Program in Hamburg is available in the German studies department office.

The Major

Advisers: for the class of 2000, Jocelyne Kolb; for the class of 2001, Joseph McVeigh; for the class of 2002, Gertraud Gutzmann.

Adviser for Study Abroad: Gertraud Gutzmann.

Requirements: 10 courses:

221, 225, 226, 332, 334, 336, 340, 351

Two of: 151, 227, 230, 288.

Both 340 and 351 must be taken at Smith.

Courses taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Students are encouraged to take courses outside the Department of German Studies, specifically courses in comparative literature, art history, music history, history, government and philosophy. A list of suggested courses is available in the department office, Hatfield Hall.

The Minor

Advisers: for the class of 2000, Jocelyne Kolb; for the class of 2001, Gertraud Gutzmann.

Requirements: Six courses:

221, 225, 226

Two of: 332, 334, 336, 340, 351

One of: 151, 227, 230, 288.

Both 340 and 351 must be taken at Smith.

Courses taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Students are encouraged to take courses outside the Department of German Studies, specifically courses in comparative literature, art history, music history, history, government and philosophy. A list of suggested courses is available in the department office, Hatfield Hall.

Honors

Director: Hans R. Vaget.

430d Thesis
8 credits
Full-year course; offered each year

Requirements: the same as for the major.

Government

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Donald Leonard Robinson, M.Div., Ph.D., *Chair*
**[2]Susan C. Bourque, Ph.D.
Steven Martin Goldstein, Ph.D.
Donna Robinson Divine, Ph.D.
Martha A. Ackelsberg, Ph.D. (Government and Women's Studies)
†[2]Donald C. Baumer, Ph.D.
Walter Morris-Hale, Ph.D.
Dennis Yasutomo, Ph.D.
Patrick Coby, Ph.D.

Associate Professors
**[2]Howard Gold, Ph.D.
Velma E. Garcia, Ph.D.

Adjunct Associate Professor
Robert Hauck, Ph.D.

Assistant Professors
Gregory White, Ph.D.
*[2]Mary Geske, Ph.D.
Alice L. Hearst, J.D., Ph.D.
†[2]Karen Alter, Ph.D.
*[1]Gary Lehring, Ph.D.
Marc Lendler, Ph.D.

Gwendolen M. Carter Lecturer in African Politics
Scott D. Taylor, M.A.

Lecturers
András Bozóki
Michael Klare
Constantine Pleshakov
Vincent Ferraro

Senior Laboratory Instructor
Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100 Introduction to Political Thinking I
Open to all students. Students considering a government major are encouraged to take GOV 100 and 101 in their first or second year. A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, authority, freedom, equality and democracy. Two lectures and one discussion. One or more discussion sections are designated as Writing Intensive (**WI**). **{S}** 4 credits
Patrick Coby and Members of the Department
Offered Fall 1999, Fall 2000

101 Introduction to Political Thinking II
Open to all students. A study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists. Students will explore diverse approaches to relationships of domination and subordination and a variety of perspectives on social and political change. **{S}** 4 credits
Donna Robinson Divine and Members of the Department
Offered Spring 2000, Spring 2001

190 Introduction to Statistics for Political Scientists
The fundamental problems in summarizing, interpreting and analyzing empirical data. Topics include research design, descriptive statistics, sampling, significance tests, correlation and regression. Special attention will be paid to survey data

and to data analysis using computer software. Applications and readings will draw on data from American politics, comparative politics, and international relations. **{S/M}** 4 credits
Howard Gold
Offered Spring 2000

American Government

200 American Government
A study of the politics and governance in the United States. Special emphasis is placed on the major institutions of American government and on political behavior. This course will include a series of multi-media demonstrations and exercises. **{S}** 4 credits
Howard Gold
Offered Spring 2000, Fall 2000

201 American Constitutional Interpretation
The study of Supreme Court decisions, documents and other writings dealing with Constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. **{S}** 4 credits
Alice Hearst
Offered Fall 1999, Fall 2000

202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment
Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. **{S}** 4 credits
Alice Hearst
Offered Spring 2000, Spring 2001

204 Urban Politics
The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. **{S}** 4 credits
Martha Ackelsberg
Offered Spring 2000, Fall 2000

206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. **{S}** 4 credits
Marc Lendler, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

207 Politics of Public Policy
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits
Marc Lendler
Offered Fall 1999

208 Elections in the Political Order
An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties and Congressional elections. Special attention will be paid to the 2000 presidential election. **{S}** 4 credits
Howard Gold
Offered Fall 2000

210 Public Opinion and Mass Media in the United States
This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. **{S}** 4 credits
Howard Gold
Offered Fall 1999

216 Minority Politics
An examination of political issues facing the minority communities of American society. Topics

include electoral politics, social movements, and gender and class issues. {S} 4 credits
Velma Garcia
Offered Fall 1999

PPL 254 Agricultural and Public Policy in the United States

304 Seminar in American Government
Topic: Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government. {S} 4 credits
Marc Lendler
Offered Spring 2000

305 Seminar in American Government
Topic: Law, Family and State
Explores the status of the family in American political life and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. {S} 4 credits
Alice Hearst
Offered Spring 2000

306 Seminar in American Government
Topic: Free Speech in America
An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies. {S} 4 credits
Marc Lendler
Offered Fall 1999

307 Seminar in American Government
Topic: Latinos and Politics in the United States
An examination of the role of Latinos in society and politics in the United States. Issues to be analyzed include immigration, education, electoral politics, and gender. {S} 4 credits
Velma Garcia
Offered Fall 1999

308 Seminar in American Government
Topic: Conversations in the Oval Office (the tapes of the Kennedy, Johnson and Nixon administrations)
{S} 4 credits
Donald Robinson
Offered Fall 1999, Fall 2000

310 Seminar in American Government
Topic: Multiculturalism: Identity and Belonging in the United States
This course looks at questions of group identity in American political and legal thought. The course begins with an analysis of how citizenship is framed in the United States, and how such a framing includes or excludes various individuals and groups. Then, using questions arising out of the status of American Indians as a distinct cultural group, the course moves into questions of how groups define themselves and explores questions of belonging at the individual, group and national level. The course concludes with a discussion of approaches to reconciling historical injustices for groups and individuals. {S} 4 credits
Alice Hearst
Offered Spring 2001

311 Seminar in Urban Politics
{S} 4 credits
Martha Ackelsberg
Offered Spring 2001

312 Seminar in American Government
Topic: Political Behavior in the United States
An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion, and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. {S/M} 4 credits
Howard Gold
Offered Fall 1999

411 Seminar in American Government
Policy-making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits
Robert Hauck
Offered Fall 1999, Fall 2000

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits
Gregory White
Offered Fall 1999, Fall 2000

413 Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. **{S}** 2 credits
Robert J.P. Hauck
Offered Fall 1999, Fall 2000

Comparative Government

221 The Politics of Western Europe
This course uses European cases to analyze two fundamental challenges of liberal democracy: maintaining political stability and promoting economic prosperity. The influence of European integration and global economic pressures on European politics will also be examined. There is a focus on Britain, France, Italy and Germany. **{S}** 4 credits
Karen Alter
Offered Fall 1999

222 The Politics of East and Central Europe
An examination of East and Central European politics from 1945 to 1989. **{S}** 4 credits
András Bozóki
Offered Fall 1999

223 Government and Politics of the Soviet Union and Its Successor States
An examination of the revolutionary origins, development and dissolution of the Soviet state followed by a discussion of the issues confronting the successor states. **{S}** 4 credits
Steven Goldstein
Offered Fall 1999, Fall 2000

224 Government and Politics of the Middle East and North Africa
The traditional Islamic political system. The transformation of that system into modern nation-states under the impact of Westernization, nationalist ideologies, and economic forces. Issues to be addressed include the role of oil, water and labor; religious fundamentalism, regional conflicts, and terrorism. **{S}** 4 credits
Donna Robinson Divine
Offered Fall 1999

225 The Founding of Constitutional Systems
An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany and selected nations in Eastern Europe and the Third World. **{S}** 4 credits
Donald Robinson
Offered Spring 2000, Spring 2001

226 Latin American Political Systems
A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy and regime continuity. A wide range of countries and political issues will be covered. **{S}** 4 credits
Velma Garcia
Offered Spring 2000

227 Government and Politics of Sub-Saharan Africa
Africa's political and economic landscape has changed dramatically, yet in many respects the countries of Africa remain politically fragile and economically underdeveloped. What factors contribute to this phenomenon? The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will be the ongoing efforts of democratization and the political implications of Africa's continuing economic problems and social conflicts. **{S}** 4 credits
To be announced
Offered Fall 2000

228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 1999, Fall 2000

229 Government and Politics of Israel
A historical analysis of the establishment of the State of Israel and the formation of its economy, society and culture. Discussions will focus on the Zionist movement in Europe and the United States, the growth and development of Jewish economic and political institutions in the land of Israel, and the revival of the Hebrew language. **{S}** 4 credits
Donna Robinson Divine
Offered Fall 2000

230 Government and Politics of China
Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. **{S}** 4 credits
Steven Goldstein
Offered Spring 2000, Spring 2001

231 Government and Plural Societies
A study of political problems resulting from the existence of ethnic, religious and linguistic minorities in modern states. Political and constitutional status, protection and control; impact of minorities on the political system. Case studies from Britain, Canada, Malaysia, Nigeria and Switzerland, and countries chosen by the students for their research projects. **{S}** 4 credits
Walter Morris-Hale
Offered Fall 1999

232 Southern African Politics
Focusing on the domestic and international politics of the region, this course will explore the performance and prospects for regional political and economic development in comparative perspective. Discussions will center on regional conflict and cooperation, leadership and democratization. **{S}** 4 credits
Scott Taylor
Offered Spring 2000, Spring 2001

233 Problems in Political Development
Social change and political development in the Third World. Topic: Development and Democracy. **{S}** 4 credits
Susan C. Bourque
Offered Spring 2000

322 Seminar in Comparative Government
{S} 4 credits

Gender, Education and Democracy in Latin America
Susan C. Bourque
Offered Spring 2000

Mexican Politics from 1910 to the Present
Velma Garcia
Offered Fall 2000

323 Seminar in Comparative Government
Topic: The Political Economy of Immigrant Minorities
Certain immigrant minorities in post-colonial countries enjoy economic privileges and status far beyond that of the indigenous population. What accounts for this power and how is it maintained? Moreover, how do these groups balance economic strength with their inherent political marginality and possible vulnerability as minorities? This course will examine the role and position of privileged immigrant and settler communities in a number of developing countries in Africa and Asia. We will examine historical and cultural factors and international linkages, as well as comparative perspectives on "affirmative action" programs geared toward empowering majority communities. A major consideration will be the broader implications for economic and political development with a predominantly "foreign" bourgeoisie. **{S}** 4 credits
Scott Taylor
Offered Spring 2000

324 Seminar in Comparative Government
Topic: Transitions to Democracy, Gender and Leadership
Comparative studies, including cases in the United

States, Eastern Europe and Latin America. Prerequisite: prior course in comparative politics. {S} 4 credits
Susan C. Bourque
Offered Fall 2000

325 Seminar in Comparative Government
Topic: Politics and Business in Developing Nations
An examination of the role of the private sector in development, the interaction of businesspeople and business organizations with the state, and their implications for democracy and economic development with reference to Africa, South East Asia and Latin America. Prerequisite: prior course in comparative politics or permission of the instructor. {S} 4 credits
Scott Taylor
Offered Fall 1999, Fall 2000

326 Seminar in Comparative Government
Topic: Politics of the European Union
Through integration Europeans have sought to create economic prosperity and build an interdependent peace. How has European integration affected the balance of power between groups in European society? What have been the implications of integration for democratic accountability and citizen control over government? Have national loyalties and identities been affected? Is the European experiment a model for other regions of the world? This seminar will examine these fundamental issues as it gains a greater understanding of the politics of the European Union. {S} 4 credits
Karen Alter
Offered Spring 2000

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics
An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human rights and humanitarian aid. {S} 4 credits
Mary Geske, Fall 1999, Spring 2001
To be announced, Spring 2000, Fall 2000
Offered both semesters each year

242 The Politics of International Economic Relations
An examination of the assumptions and logics of the neo-liberal, economic nationalist, neo-Marxian, and feminist perspectives for understanding the post–World War II international political economy. Attention is devoted to free trade, the role of global economic institutions, the status of American hegemony, and the implications of the post-1989 "New World Order" for the former Third World. Prerequisite: 241 or permission of the instructor. {S} 4 credits
Gregory White
Offered Spring 2000, Spring 2001

243 International Law
A case method course to examine the functions of law in reducing the chaos of the new world disorder. How new international norms are established in an evolving political and social order and how national courts incorporate these rules into public policies. Cases will address such questions as when force may be used by the U.N. or by states, when can outsiders intervene in internal civil strife, how does the new Law of the Sea redistribute marine resources, how are aliens and their property protected in the global market, how are human rights protected by the international community, and how is the global environment preserved? Not open to first-year students. {S} 4 credits
Karen Alter
Offered Spring 2000

244 Foreign Policy of the United States
This course analyzes the domestic and international sources of U.S. foreign policy. The substantive focus of the course is on the post-WWII era and includes the following case studies: the Cuban Missile Crisis, Somalia, Tiananmen Square and Lebanon. The foreign policy process, the instruments of U.S. foreign policy or the international context of U.S. foreign policy will be examined for each case. Prerequisite: 241 or permission of the instructor. {S} 4 credits
Mary Geske
Offered Spring 2000

245 U.S. Foreign Policy Toward Africa Since the Cold War
U.S. foreign policy in Africa has been laced with contradictions: support for authoritarian governments and right-wing insurgencies has been as frequent as championing the cause of "democracy" on the continent. This course will examine U.S. involvement in Africa and the evolution of policies since the Cold War. In the last half century, Africa has gone from a crucible for geopolitical rivalry between the superpowers to a base for Clintonian policies of "trade, not aid." We will explore the various foreign policy instruments employed in Africa, from proxy wars and support for anti-communist movements, to the efficacy of sanctions, to the politics of foreign aid and debt dependence. **{S}** 4 credits
Scott Taylor
Offered Fall 1999

246 Contemporary International Conflict: Causes, Characteristics, Prevention
An assessment of the causes and characteristics of armed conflict in the contemporary world. We will examine a wide variety of conflict types, including regional conflict (e.g., in the Middle East, South Asia and East Asia), ethnic and internal conflict, resource and environmental conflict, and persistent hate violence (e.g., violence against women, immigrants, minority groups, etc.). The course will seek to identify and analyze the principal causes of these various conflict types and to map out their distinctive characteristics. Special problems of contemporary conflict, such as warlordism, the trade in weapons, the use of child soldiers, etc., will be examined. In addition we will evaluate a wide variety of strategies for preventing and controlling such conflicts, from traditional diplomacy and peacemaking to more innovative strategies of conflict resolution. Students will be expected to track a particular conflict (or conflict type) throughout the semester and to write a final paper on the origins and status of this conflict (or conflict type) and on possible routes to its control and termination. **{S}** 4 credits
Michael Klare
Offered Fall 1999

248 The Arab-Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. A historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism and violence unleashed by the dispute. **{S}** 4 credits
Donna Robinson Divine
Offered Spring 2000, Spring 2001

254 Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Gregory White
Offered Fall 1999, Fall 2000

EAS 275 Colloquium: Japan–United States Relations
{S} 4 credits
Dennis Yasutomo
Offered Spring 2000, Spring 2001

341 Seminar in International Politics
Topic: U.S. National Security Policy After the Cold War
What constitutes U.S. "national security" in the wake of the Cold War? What about U.S. national security policy? These questions will form the basis of our examinations and inquiries in the seminar. Upon a brief analysis of the Cold War era we will consider alternative notions of security, contemporary threats to national security as well as U.S. policy responses. Likely topics to be covered include nuclear proliferation, the environment, immigration, ethnic conflict and economic competition. Prerequisite: 241 or 244. **{S}** 4 credits
Mary Geske
Offered Fall 1999, Spring 2001

343 Seminar in International Politics
Topic: The Cold War Revisited
Thousands of invaluable documents relating to the 1940s–1970s have been released from Russian, Chinese and East European archives. Among them are minutes of Stalin's conversations, Mao Zedong's speeches, Leonid Brezhnev's correspondence. How does this new evidence change our view of the Cold War? Which traditional concepts developed by scholars over the years are still valid? Which should be modified or totally discarded? **{S}** 4 credits
Constantine Pleshakov
Offered Spring 2000

344 Seminar on Foreign Policy of the Chinese People's Republic
The development and formulation of China's foreign policy, its ideological basis, and the instruments of its implementation. Particular attention will be paid to post-Mao China. **{S}** 4 credits
Steven Goldstein
Offered Spring 2000

345 Seminar in International Politics
Topic: South Africa in World Politics
The impact of South African policies on African states and on the world community. Permission of the instructor required. **{S}** 4 credits
Walter Morris-Hale
Offered Fall 1999

347b Seminar in International Politics
Topic: The Political Economy of Oil
This seminar examines the international political economy of oil. Study is devoted to: 1) the "paradox of plenty" for producing countries, 2) the North-South component to oil politics, 3) the emergence of "hydrocarbon societies" throughout the world in the 20th century, and 4) the environmental impact of oil production and consumption. Special attention will be devoted to the oil dimension in international conflicts (such as the 1991 Persian Gulf War), as well as its role in domestic politics (such as Algeria). **{S}** 4 credits
Gregory White
Offered Spring 2000, Spring 2001

348 Seminar in International Politics
Topic: Conflict and Cooperation in Asia
The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 1999, Fall 2000

349 Seminar in International Relations and Comparative Politics
Topic: The Political Economy of the Newly Industrializing Countries of Asia
An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. **{S}** 4 credits
Steven Goldstein
Offered Spring 2001

351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
The socio-cultural, political and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Spring 2000, Spring 2001

Political Theory

261 Ancient and Medieval Political Theory
An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include the moral effects of war and faction, the meaning of justice, citizenship and natural law, the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas and Marsilius. Emphasis on the ancients. **{S}** 4 credits
Patrick Coby
Offered Fall 1999, Fall 2000

262 Early Modern Political Theory, 1500–1800
An analytical and critical consideration of major theorists and concepts beginning with Machiavelli, including such topics as political power and political right; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of people's capacity to create and control political systems. **{S}** 4 credits
Patrick Coby
Offered Spring 2000, Spring 2001

263 Political Theory of the 19th and 20th Centuries
A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Tocqueville, Weber, Nietzsche and Foucault. Not open to first-year students. **{S}** 4 credits
Gary Lehring
Offered Spring 2000, Spring 2001

264 Problems in Democratic Thought
What is democracy? We begin with readings of Aristotle, Rousseau and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. **{S}** 4 credits
Martha Ackelsberg
Offered Fall 1999

265 American Political Thought
An examination of political thought in America from the colonial period to the present. Prominent themes include politics and religion, constitutional structures, political parties, slavery, industrialization, welfare, foreign policy, and liberalism-conservatism. **{S}** 4 credits
Patrick Coby
Offered Spring 2000

266 Politics of Gender and Sexuality
An examination of gender and sexuality as subjects of theoretical investigation, historically constructed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. Prerequisite: completion of GOV 100, or course work in either feminist theory or women's studies, or permission of the instructor. **{S}** 4 credits
Gary Lehring
Offered Fall 2000

362 Seminar in Political Theory
Topic: Transitions to Democracy
Political transitions produce new ideas and theories about political development and public morality. This course examines the ideologies formulated in Central and Eastern Europe in the context of the transition from communism to democracy. Nationalism, conservatism, liberalism and Christian democratic thought are among the theories the course will address. **{S}** 4 credits
András Bozóki
Offered Fall 1999

364 Seminar in Political Theory
An examination of historical and contemporary political writings that address women's place in society and political life, and the impact of gender, sexuality, race and class on political behavior. We will explore how attention to gender offers new perspectives both on classical concepts such as citizenship, democracy and power, and on the meaning of politics itself. Prerequisite: 100 or previous course work in feminist theory **{S}** 4 credits
Martha Ackelsberg
Offered Fall 1999

366 Seminar in Political Theory
Topic: Marx and Marxism
{S} 4 credits
Gary Lehring
Offered Spring 2000

367 Seminar in Political Theory
Topic: Queer Theory
An exploration of the lesbian and gay political movement in the United States, this seminar will

begin with the invention of the medical model of "homosexuality" in the 19th century and trace the rise of a lesbian/gay/bisexual political movement through the 20th century. The course will adopt a historical approach, examining issues of policy, politics and identity from within these different time periods, including an examination of the rise in lesbian and gay multiculturalism and the advent of lesbian and gay studies as an academic discipline. Prerequisite: 100 or a course in feminist theory. **{S}** 4 credits
Gary Lehring
Offered Spring 2001

404 Special Studies
Admission for majors by permission of the department. 4 credits
Offered both semesters each year

408d Special Studies
Admission for majors by permission of the department. 8 credits
Full-year course; offered each year

The Major

Advisers: Martha Ackelsberg, Karen Alter, Susan Bourque, Patrick Coby, Donna Robinson Divine, Mary Geske, Howard Gold, Steven Goldstein, Alice Hearst, Gary Lehring, Walter Morris-Hale, Donald Robinson, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Howard Gold.

Prelaw Adviser: Alice Hearst.

Graduate School Adviser: Martha Ackelsberg.

Director of the Jean Picker Semester-in-Washington Program: Gregory White.

Basis: 100 and 101 or, in exceptional circumstances, an equivalent course or courses approved by the chair.

Requirements: 10 semester courses, including the following:
1. 100 and 101;
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100 and 101, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the spring of their junior year, but fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

430d Thesis
8 credits

Requirements:
1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the spring semester revising their papers and will submit the final version by April 1.

3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: Requirements for honors for students in 431 will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431 in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students are normally resident in Washington from the June preceding the semester through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208 and 209. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); two credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college but are required to pay for their own room and board in Washington during the fall semester.

History

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1]Joan Afferica, Ph.D.
*[1]R. Jackson Wilson, Ph.D.
†[1,2]Lester K. Little, Ph.D.
Howard Nenner, LL.B., Ph.D., *Chair*
§[1,*2]Joachim W. Stieber, Ph.D.
†[2]Neal E. Salisbury, Ph.D.
*[1]Daniel K. Gardner, Ph.D.

Associate Professors
†[1]Ann Zulawski, Ph.D. (History and Latin American Studies)
Ernest Benz, Ph.D.
Richard Lim, Ph.D.

Assistant Professors
Michael Dettelbach, Ph.D.
Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)
†[1]Robert A. Eskildsen, Ph.D.
Jennifer Klein, Ph.D.
Michael Kulikowski, Ph.D.

Associated Faculty
**[2]Daniel Horowitz, Ph.D. (American Studies and History)
**[1,]†[2]Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Lecturers
Frederick McGinness, Ph.D.
Jonathan N. Lipman, Ph.D.
Kevin Rozario, Ph.D.
Katherine Bliss, Ph.D.
Lowell Gudmundson, Ph.D.
Thomas McCarthy, M.A.
Jacqueline Woodfork, M.A.

Research Associates
Marylynn Salmon, Ph.D.
Alan Cottrell, Ph.D.
Heather McHold, M.A.

History courses at the 100 and 200 level are open to all students unless otherwise indicated. History 100 is required of all majors. Students contemplating a history major are advised to take HST 100 in their first or second year. Admission to seminars (300 level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations. For the full description of such a course and the semesters it will be offered, please see the home department or program listing.

Introductory Course

100 Introduction to History
A comparative examination of three societies in world history. Current topic: Forms of Empire. The forces that sustained and undermined the imperial projects of ancient Rome, British India, and the Union of Soviet Socialist Republics. How did empire builders overcome the limits of culture, geography and technology to exercise power over long distances and achieve a stable order? What was the place of language, myth and symbol in the political imaginations of the conqueror and the conquered? Lecture and discussion. **{H}** 4 credits
Michael Dettelbach (Director), Joan Afferica, Richard Lim
Offered Fall 1999, Fall 2000

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

201 (L) The Silk Road
The premodern contacts, imagined and real, between East and West. Cultural, religious and technological exchanges between China, India and Rome. The interactions between these sedentary societies and their nomadic neighbors. The rise and fall of nomadic empires such as that of the Mongols. Trade, exploration and conquest on the Eurasian continent. We will sample pertinent travel accounts as a form of ethnographical knowledge that reproduces notions of cultural identity and civilization. **{H}** 4 credits
Richard Lim
Offered Spring 2001

Antiquity

202 (L) Ancient Greece
The emergence of the Greek world from the Dark Age to Philip II of Macedon, c. 800–336 B.C.E., focusing on the politics, society and culture of late archaic and classical Greece. Main topics include colonization, tyranny, hoplites and city-state society; the Persian Wars; Sparta and Athens; Athenian empire and democracy; the rise of Macedon. **{H}** 4 credits
Richard Lim
Offered Fall 2000

203 (L) Alexander the Great and the Hellenistic World
Following Alexander of Macedon's conquest of the Persian Empire, a Greek-speaking commonwealth stretched from the Mediterranean to India. This course examines this dynamic period of history to the coming of the Romans. Main topics include Alexander and his legacy; Greek conquerors and native peoples in contact and conflict; kings, cities and experimentation with multi-ethnic society; unity and diversity in Hellenistic Egypt, Syria and Judea; new developments in science and religion. **{H}** 4 credits
Richard Lim
Offered Spring 2001

204 (L) The Roman Republic
A survey of the developing social, cultural and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul and the Greek East; problems of imperial expansion and social conflicts. **{H}** 4 credits
Richard Lim
Offered Fall 1999

205 (L) The Roman Empire
A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians and Jews in late Antiquity. **{H}** 4 credits
Richard Lim
Offered Spring 2000

206 (C) Aspects of Ancient History
Topic: Sports and Public Entertainment in Greece and Rome. The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. We examine their organization, performance and significance, focusing on the roles of amateurs and professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; "bread and circuses" as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. **{H}** 4 credits
Richard Lim
Offered Spring 2000

Islamic Middle East

207 (L) Islamic Civilization to the 15th Century
The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (seventh century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; the spread of Islam; varieties of state formation; the transmission of learning; medieval forms of piety and their social and political expression; household and military slavery; urban societies; Islamic religious and secular culture. Open to first-year students. **{H}** 4 credits
Keith Lewinstein
Offered Fall 1999, Fall 2000

REL 274 The Making of Muhammad

REL 278 Religion and Politics in Islam

208 (L) The Shaping of the Modern Middle East
A survey of Middle Eastern history from 1500 to the present. Primary themes include the emergence and decline of the last Muslim empires; European imperial penetration in the 19th century and its social and cultural impact; state building in the Arab world, Turkey and Iran during the 20th century; traditional and modern social and political practices; new secular ideologies (nationalism, pan-Arabism, Zionism); Islamic reform and political Islam. Open to first-year students. **{H}** 4 credits
Keith Lewinstein
Offered Spring 2001

209 (C) Aspects of Middle Eastern History
Topic: Modern Egypt
The Egyptian political and social order from Napoleon's invasion in 1798 until the present day, with attention to the local consequences of British imperial rule. Topics include new forms of state power, the growth of Egyptian nationalism and pan-Arabism, reformist Islam, the women's movement, and Nasser's Arab Socialism. Open to first-year students. **{H}** 4 credits
Keith Lewinstein
Offered Spring 2000

East Asia

211 (L) The Emergence of China
Chinese society and civilization from c. 1000 B.C. to A.D. 700. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women, and introduction of Buddhism. Open to first-year students. **{H}** 4 credits
Daniel Gardner
Offered Fall 2000

212 (L) China in Transformation, A.D. 700–1900
Chinese society and civilization from the T'ang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion, and confrontation with the West. Open to first-year students. **{H}** 4 credits
Daniel Gardner
Offered Spring 2000, Spring 2001

213 (C) Aspects of East Asian History
Topic: The Intellectual Foundations of China. Readings from the major schools of Chinese thought, such as Confucianism, Mohism, Taoism, Legalism and Yin-Yang cosmology. **{H}** 4 credits
Daniel Gardner
Offered Fall 2000

218 (C) Thought and Art in China
{H/A} 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)

Topic: Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only.
Offered Spring 2000

Topic: Medieval Thought and Art in China
A survey of medieval Chinese thought and its ex-

pression in the visual arts during the T'ang and Sung dynasties (7th–13th c). Open to first-year students by permission of the instructors only.
Offered Spring 2001

220 (L) Japan from Ancient Times to the 18th Century
Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance, and the rise of the commoner class. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2000

221 (L) Modern Japan
Japan from the Tokugawa period to the U.S. occupation and the economic miracle. Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. **{H}** 4 credits
Jonathan Lipman, Fall 1999
Robert Eskildsen, Spring 2001
Offered Fall 1999, Spring 2001

222 (C) Aspects of Japanese History
Topic: Meiji Restoration
The revolutionary transformation of Japanese society during the 19th century. Topics include economic development and political strife; the foreign crisis at mid-century that unleashed a destabilizing power struggle; civil war and the creation of a new political order; and the far-reaching changes to political, economic and social institutions during the second half of the century. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2000

Europe

224 (L) The Early Medieval World, 300–900
The creation by later Roman emperors of a bureaucratic and unitary state centered on the Mediterranean, the disappearance of that state, and its afterlife in Byzantium and the barbarian kingdoms of the west. The unitary Greco-Roman culture of the imperial aristocracy, its interaction with provincial cultures, and its transformation under the impact of Christianity. The rise and fall of Frankish hegemony. Subject to the approval of the Committee on Academic Priorities. (E) **{H}** 4 credits
Michael Kulikowski
Offered Fall 1999, Fall 2000

225 (L) The Making of Europe, 850–1350
Agricultural technology and population expansion; organization of the countryside for the market; growth of a monetary economy and an urban culture; universities; scientific method; law and bureaucracy, growth of professional government; evangelical awakening, feminine mysticism, the laity, and the suppression of dissent; expulsion of the Jews; crusades against Moslems and Greek Christians; from Romanesque to Gothic. **{H}** 4 credits
Michael Kulikowski
Offered Spring 2000, Spring 2001

227 (L) Early English History
Celtic origins, Roman Britain, Anglo-Saxon society, Danish and Norman invasions, Anglo-Norman kingdom. **{H}** 4 credits
Frederick McGinness
Offered Spring 2000

228 (C) From European Churches to a Universal Church
The creation of a universalist Latin Christianity in the 11th and 12th centuries through the invention of propaganda, the papacy, and modern ideas of church and state. How radical intellectuals around the bishop of Rome transformed a collection of largely autonomous regional institutions into a universal church challenging the sovereignty of the state. Readings from the Roman revolutionaries, their enemies and their allies. Subject to the approval of the Committee on Academic Priorities. (E) **{H}** 4 credits
Michael Kulikowski
Offered Fall 2000

230 (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
Society, culture and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to first-year

students by permission of the instructor only. {H} 4 credits
Frederick McGinness, Fall 1999
Joachim Stieber, Spring 2001
Offered Fall 1999, Spring 2001

231 (L) Early Modern Europe in the Age of the Reformation, 1460–1660
European society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. {H} 4 credits
Frederick McGinness
Offered Spring 2000

234 (L) Tudor England
The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I. {H} 4 credits
Howard Nenner
Offered Fall 1999

235 (L) Stuart England
The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics and constitutional thought in England's century of revolution. {H} 4 credits
Howard Nenner
Offered Fall 2000

236 (C) Authority and Legitimacy in the Age of More and Shakespeare
An examination of the texts and historical context of Shakespeare's *Richard II, I Henry IV, Henry V, Richard III* and *King Lear,* More's *Utopia* and *The History of Richard III*, and other significant works of the 16th and early 17th centuries touching on the questions of order, authority and legitimacy. Admission by permission of the instructors. {L/H} 4 credits
Howard Nenner, William Oram (English Language and Literature)
Offered Spring 2000

237 (C) A Social and Cultural History of England, 1830–1920
An examination principally of Victorian and Edwardian England, and the Great War and its aftermath, with particular emphasis on the middle and upper classes and the intellectual elite. {L/H} 4 credits
Howard Nenner
Offered Spring 2001

239 (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars
The political, social and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. {H} 4 credits
Joan Afferica
Offered Fall 1999, Fall 2000

240 (L) Tradition and Change in Russian and Soviet History, 1801–Present
The uses of political power for social transformation before and after the Revolutions of 1917; dilemmas of integrating modernization and tradition; collapse of the USSR and prospects for change in post-Soviet state and society. {H} 4 credits
Joan Afferica
Offered Spring 2001

241j The Moscow Kremlin
An on-site study of the Moscow Kremlin with emphasis on the uses of public space, the nature and ritual of rulership, the Orthodox Church and its relation to the Tsardom, and the expression of world view and power relations in the frescoes, stones and artifacts of Kremlin churches, palaces and museums. Prerequisite: 239a and permission of the instructor. (E) {H} 2 credits
Joan Afferica
Offered Interterm 2000, Interterm 2001

242 (L) Central Asia from the Mongols to the Present
From the unifying conquests of the 13th-century Mongols to the creation of new nation-states in the 1990s, a survey of Central Asia, including the territory of contemporary Mongolia; the independent central Asian republics of the former Soviet Union; Afghanistan; and the Xinjiang, Neimenggu and

Xizang Autonomous Regions of China. Focus on Islamicization, sedentary and nomadic states, empire-building and colonization, and the rise of modern social and political movements: Islamic, socialist, nationalist and Pan-Turanian, etc. **{H}** 4 credits
Jonathan Lipman
Offered Spring 2000

244 (L) The Scientific Revolution, 1500–1700
Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century. **{H}** 4 credits
Michael Dettelbach
Offered Fall 1999, Fall 2000

245 (C) The Middle Ages and the Renaissance in European Thought, 1750–1870
The images of the Middle Ages and of the Renaissance in England, Germany and France both before and after the French Revolution. The Gothic Revival as a reaction against classicism in arts and letters, against the political and social values of the French Revolution as well as against industrial modernization and economic liberalism. An epilogue will briefly survey the Gothic Revival in the United States (c. 1830–1930). **{L/H}** 4 credits
Joachim Stieber
Offered Spring 2001

246 (C) The European Enlightenment
The 18th-century transformation of European thought, art and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenments in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2000, Spring 2001

247 (C) The Rise and Collapse of the Russian and Soviet Empires
Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic and cultural relations among constituent peoples in the 19th and 20th centuries. **{H}** 4 credits
Joan Afferica
Offered Spring 2001

History 249, 250 and 251 constitute a sequence in modern European history.

249 (L) Europe 1660–1815: The Age of Reform and Revolution
Absolute monarchy in Europe as a political, economic, military and cultural system, and its collapse. The policed state; warfare and its costs; commercial empires and the progress of navigation; the Enlightenment public; revolution and revolutionary war in France and in Europe, 1789–1815; liberalism, conservatism, radicalism. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2001

250 (L) Europe in the 19th Century
1814–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism and imperialism. **{H} WI** 4 credits
Ernest Benz
Offered Fall 1999, Fall 2000

251 (L) Europe in the 20th Century
Ideological and military rivalries of the contemporary era. Special attention to the origin, character and outcome of the two World Wars and to the experience of Fascism, Nazism and Communism. **{H}** 4 credits
Ernest Benz
Offered Spring 2000, Spring 2001

253 (L) Women in Modern Europe
Sex and gender in work and family life from the 1600s to the present. How physiology, inheritance customs, modes of production, and choices regarding marriage and childbearing formed

women's experiences. Evidence from a mother's memoir for her children, proverbs, statistics on breastfeeding, the first feminist newspaper, voting patterns, and televised debates over divorce. Emphasis on concrete social history. **{H/S}** 4 credits
Ernest Benz
Offered Spring 2000, Spring 2001

254 (C) 19th-Century European Thought
Rethinking individual and community in the wake of the French and industrial revolutions. Readings from de Maistre, Saint-Simon, Comte, Durkheim, Fourier, Schopenhauer, Burckhardt, Nietzsche, Marx and Mill. Also considered are their views on art, religion, science and women. **{H/S}** 4 credits
Ernest Benz
Offered Fall 1999

255 (C) 20th-Century European Thought
The cultural context of fascism. Readings from Nietzsche, Sorel, Wilde, Pareto, Marinetti, Mussolini and Hitler, as well as studies of psychology, degenerate painting and music. Both politicians and artists claimed to be Nietzschean free spirits. Who best understood his call to ruthless creativity? **{H/S/A}** 4 credits
Ernest Benz
Offered Fall 2000

Africa

259 Aspects of African History
Topic: Race and Gender in Colonial Africa. The creation and evolution of identities during the colonial period in Africa, among both colonizers and colonized, including women and children. Themes include the exercise of power, resistance and complicity, and the interdependent yet oppositional forces of identity formation. Use of literature as a historical source. Subject to the approval of the Committee on Academic Priorities. (E) **{L/H}** 4 credits
Jacqueline Woodfork
Offered Spring 2000

AAS 218 History of Southern Africa

Latin America

260 (L) Colonial Latin America, 1492–1821
Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. **{H}** 4 credits
Ann Zulawski
Offered Fall 2000

261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. **{H}** 4 credits
Lowell Gudmundson, Spring 2000
Ann Zulawski, Spring 2001
Offered Spring 2000, Spring 2001

263 (C) Continuity and Change in Spanish America and Brazil
{H/S} 4 credits

Topic: Revolutionary Mexico, 1876–1940
Mexican society, culture and politics amid armed conflict and social reform, particularly from 1910 to 1940. Major participants, goals and achievements of the Revolution, as well as the experiences of men and women not directly involved in revolutionary warfare and their interpretations of its ideals and promises.
Katherine Bliss
Offered Fall 1999

Topic: Gender in the Study of Latin American History
Gender as a central element in the creation of Latin American societies. The interaction of gender, class and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society.
Ann Zulawski
Offered Spring 2001

United States

History 265, 266 and 267 constitute a sequence in U.S. history.

265 (L) North America in an Age of Empires and Revolutions, 1400–1800
An introduction to the social, political and cultural history of the peoples of North America during the eras of colonization, the American Revolution, and the early republic. **{H}** 4 credits
Neal Salisbury
Offered Spring 2000

266 (L) The Age of the American Civil War
Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; soldiering and the cult of masculinity; the role of African Americans in ending slavery; war and the industrial reorganization of society; the cultural consequences of carnage; the making of Union and Confederate myths; Reconstruction; white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. **{H}** 4 credits
Kevin Rozario, Fall 1999
R. Jackson Wilson, Fall 2000
Offered Fall 1999, Fall 2000

267 (L) The United States since 1890
The rise of industrial America, consumer culture, radical and conservative political movements, immigration and diversification of the population, development of the social welfare state, the United States as a world power, and new modes of cultural expression. Open to first-year students. **{H}** 4 credits
Jennifer Klein
Offered Spring 2000

268 (L) North American Indians Since 1500
An introduction to the economic, political and cultural history of Native Americans and their relations with non-Indians. **{H}** 4 credits
Neal Salisbury
Offered Fall 1999

270 (C) Aspects of American History
Topic: The American West to 1900. The history of North America west of the Mississippi as a region in its own right rather than as an eventual appendage of the United States. Emphasis on the cross-cultural and cross-political currents that swept the West prior to the 20th century, and on new social relations and new identities forged from the crucibles of war, migration and inequality. **{H}** 4 credits
Thomas McCarthy
Offered Spring 2000

AMS 221 Colloquium: Americans and the Environment

273 (L) Contemporary America
The United States' rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity. **{H}** 4 credits
Jennifer Klein
Offered Spring 2001

275 (L) Intellectual History of the United States to 1860
{L/H} 4 credits
R. Jackson Wilson
Offered Fall 2000

277 (L) Women in the United States, Colonial Period to 1865
The historical position of women within the society and culture. Problems include immigration and ethnicity, isolation and social organization, the legal status of women (property and other rights), religion and witchcraft, race and class, the Revolution and the Civil War, women's work within the household, slavery, education, redefinition of motherhood, abolition and reform, emergence of women's rights and factory labor. Emphasis on social, cultural and spatial aspects. Prerequisite: a pre–Civil War history course. **{L/H}** 4 credits
To be announced
Offered Fall 2000

278 (L) Women in the United States, 1865 to 1970
Continued examination of the historical position of women within the society and culture. Problems will include the implications of class, changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolu-

tion, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects. **{L/H}** 4 credits
Helen Lefkowitz Horowitz
Offered Fall 1999

279 (L) City Limits: Urban History in the United States, 1865–Present
How Americans adapted to urban life and how urban life changed them. Ways in which city-dwellers confronted differences in class, race and ethnicity. Cities also as political entities within the federal system. How technological changes in transportation made possible the growth of the suburbs. How neighborhoods and communities were reinvented as spatial arrangements changed. The persistence of racism, class fears, and the resurgence of fears of the city since the 1960s. **{H}** 4 credits
Jennifer Klein
Offered Fall 1999

AAS 270 The History of Afro-Americans in the South From the Civil War to the End of World War II

AAS 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

JUD 265 Jews and Judaism in America, 1650 to the Present

280 (C) Problems of Inquiry
{H} 4 credits

Topic: American Movements, 1865–1925: Politics and Principle
How Americans mobilized to deal with race, rights, citizenship and industrial capitalism from the Civil War through the Progressive Era to the reform movement's dissolution after World War I. In-depth study of Reconstruction, Populism, Progressivism, woman suffrage, labor, the NAACP, socialism and the KKK.
Jennifer Klein
Offered Spring 2000

Topic: Women, Work and Protest in 20th-Century America
The history of work in its social and political context, 1870s–present. Topics include women's work at home and in the paid labor force, labor movements, race and class, New Deal, public policies affecting women and men at work, labor and the global economy. **{H/S}** 4 credits
Jennifer Klein
Offered Fall 2000

AAS 335 Seminar: Free Blacks in the United States Before 1865

AMS 302 Seminar: The Material Culture of New England, 1630–1860

Colloquia in Comparative History

292 (C) The 19th-Century Crisis in East Asia
Reactions in China, Korea and Japan to political, diplomatic and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. **{H}** 4 credits
Robert Eskildsen
Offered Spring 2001

296 (C) The Making of Late Antiquity
The political, social and cultural transformations of the classical Greco-Roman world from 250 to 700. Topics of particular interest: emperors and cities; Christians, Jews and pagans living under imperial Christianity; hermits and monks; the changing shape of the classical city; the shift from a Mediterranean-based Roman Empire to the societies of Byzantium, Islam and the Germanic kingdoms. Attention will also be paid to the historiography of Late Antiquity. **{H}** 4 credits
Michael Kulikowski
Offered Spring 2001

297 (C) Elite and Popular Culture in Europe, 1450–1650
Early modern Europe from the inside out. Strategies to secure communal consensus, and modes of deviance, such as heresy, witchcraft, sacrilege and superstition. Topics include law, the Inquisi-

tion, popular ritual, spirituality and social protest, post-Reformation martyrdom, the making of saints, ecclesiastical wealth and the grim necessities of the poor. (E) **{H}** 4 credits
Frederick McGinness
Offered Fall 1999

298 (C) The First Slavic Kingdoms and Their Imperial Neighbors
The new Slavic polities of the 7th to 11th centuries. Poles and Bohemians in central Europe, Serbs, Croats and Bulgars in the Balkans, and Rus' in eastern Europe as cultural and political responses to Byzantine and German empires. The 13th–14th-century rise of Lithuania, the last pagan country in Europe and the only realm to develop in response to dominant Slavic rivals. Readings include poetry, chronicles and outsiders' accounts. Subject to the approval of the Committee on Academic Priorities. (E) **{H}** 4 credits
Michael Kulikowski
Offered Spring 2000

Seminars

325 Early European History to 1300
Topic: The Concepts and Systems of Medieval Law. Medieval society as revealed in its legal functioning. Roman law, on which the western legal tradition is founded, and the barbarian law codes that derive from it; the canon law of the church; the revised Roman law, or civil law, of the High Middle Ages; and customary law, which was particularly important in shaping the English common law. Subject to the approval of the Committee on Academic Priorities. (E) **{H}** 4 credits
Michael Kulikowski
Offered Fall 1999

335 Topics in British History
{H} 4 credits

Topic: The Monstrous Regiment of Women: Female Monarchy in Tudor-Stuart Britain
{H}
Howard Nenner
Offered Spring 2000

Topic: Absolutism and Constitutionalism in 17th-Century England
Howard Nenner
Offered Spring 2001

346 Problems in European Intellectual History
Topic: Darwin and Darwinism
Darwin's life and evolutionary science as it refracts British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism, the sociobiology controversies. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2000

LAS 301 Seminar: Topics in Latin American Studies
Topic: Cuban Society, 1898 to the Present

370 The American Revolution
Topic: Social Change and the Birth of the United States, 1760–1800. Relationships between the revolution, revolutionary ideology, and social changes within the colonies, with particular attention to questions of class, race and gender. **{H}** 4 credits
Neal Salisbury
Offered Fall 1999

372 Problems in American History
{H/S} 4 credits

Topic: Social Welfare and Social Policy in 20th-Century United States
Expectations, enactment and legacies of major social programs from the Progressive Era, New Deal, and War on Poverty. Topics include social security, AFDC, health insurance, failed alternatives, attitudes toward the poor, gender and family economies, race and citizenship.
Jennifer Klein
Offered Fall 1999

Topic: Politics and Culture During the Great Depression, 1929–39
How Americans responded to the Great Depression politically, socially and culturally. Why the

Great Depression was so severe; the impact on the agricultural economy and the South; new political organizations and movements of the Left and the Right (the Communist Party, the CIO, the Labor Movement, Father Coughlin, anti-Semitism and Huey Long). The New Deal and the origins of the welfare state. The stirring civil rights movement, the popularity of swing music and Hollywood movies, and public art and theater. **{H/S}**
Jennifer Klein
Offered Spring 2001

375 Problems in U.S. Intellectual History
Topic: The Mind and Art of Abraham Lincoln
{H} 4 credits
R. Jackson Wilson
Offered Fall 2000

383 Research in U.S. Women's History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries
{H} 4 credits
Daniel Horowitz and Debbie Cottrell, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

404 Special Studies
By permission of the department, for qualified returning students. 4 credits
Offered both semesters each year

The Major

Advisers: Joan Afferica, Ernest Benz, Michael Dettelbach, Robert Eskildsen, Daniel Gardner, Jennifer Klein, Keith Lewinstein, Richard Lim, Howard Nenner, Neal Salisbury, Joachim Stieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100.
2. Field of concentration: five semester courses at the 200 or 300 level, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines. Historically oriented courses in other disciplines must be approved by the student's adviser.
3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the history department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for four credits toward the major. If the examination is in American history and the student's field of concentration is United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Modern Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Michael Dettelbach.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically or thematically. Students should consult their advisers.

Honors

Director: Keith Lewinstein.

431 Thesis
8 credits
Offered fall semester each year

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).
4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.

490 Teaching History
Discussion of primary sources and ways of using and interpreting them in high school history classes. The first half of the semester develops a course unit on a specific topic. The second half considers additional types of source materials from a range of times and places in human history. Subject to the approval of the Committee on Academic Priorities. (E) **{H}** 4 credits
Neal Salisbury, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

Graduate

511 Problems in European History to 1300
{H} 4 credits

521 Problems in Early Modern History
{H} 4 credits

541 Problems in Modern European History
{H} 4 credits

571 Problems in American History
{H} 4 credits

580 Special Problems in Historical Study
Arranged individually with graduate students. **{H}** 4 credits
Offered both semesters each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

History of the Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

†[1]Merrie Bergmann, Associate Professor of Computer Science
Lâle Aka Burk, Lecturer in Chemistry
David Dempsey, Museum of Art
Michael Dettelbach, Assistant Professor of History
** [2]Craig Felton, Professor of Art
**[1]George Fleck, Professor of Chemistry
Nathanael Fortune, Assistant Professor of Physics
** [2]Laura Katz, Assistant Professor of Biological Sciences
Thomas Litwin, Adjunct Associate Professor of Biological Sciences
Douglas Lane Patey, Professor of English Language and Literature
Marjorie Senechal, Professor of Mathematics, *Director*
* [2]Harold Skulsky, Professor of English Language and Literature

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History of science stands at the intersection of many disciplines and cultures: scientific, technological, humanistic and social. The Program in the History of the Sciences is designed to serve all Smith students. Courses in the program examine science and technology in their cultural and social contexts, and the ways in which scientific inquiries, achievements and debates have shaped and continue to shape human culture (and vice versa). The history of science minor complements majors in the humanities, social sciences and the natural sciences.

112 Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. In 1999 a large part of the course will be devoted to Galileo and the impact of his discoveries. **{H/N}** 4 credits

Marjorie Senechal, Douglas Patey
Offered Fall 1999, Fall 2000

211 Perspectives in the History of Science

Science, Technology and Silk

The story of silk traces an unusual path through the history of science and technology. It begins with the origins of silk culture and its varied uses in ancient China. Silk became an important agricultural and cottage industry in the West after silkworms were smuggled from China, but its basic practices remained virtually unchanged until the industrial revolution. The invention of the power loom and Pasteur's discovery of the causes of one silkworm disease mechanized and rationalized the industry, changing it—and the world of the silk workers—forever. (Northampton's own vanished silk industry, which spanned both eras, is an interesting case study.) The story is not over: The most remarkable silk factory, the tiny silkworm itself, remains something of a scientific and technological mystery. The course includes discussions, guest lectures and workshops. Enrollment limited to 20 students. **{H/N}** 4 credits
Marjorie Senechal
Offered Spring 2000

Ancient Inventions
{H/N} 4 credits
To be announced
Offered Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

Cross-listed Courses

ANT 345 Colloquium: The Anthropology of Science and Technology
The anthropology of science and technology is a dynamic new subfield in the discipline. It has produced several ethnographies of laboratory life that have been widely cited outside the discipline. Turning the ethnographic gaze on aspects of modern life has been a powerful source of new insights. The course will introduce the ethnographies with historical background on science and technology. Students will be expected to do field work. Prerequisites: ANT 243 or 244 or permission of the instructor. This course will have seminar status for anthropology majors. **{H/S}** 4 credits
Frédérique Apffel-Marglin
Offered Spring 2001

ARC 211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. **{H/S}** 4 credits
Susan Allen
Offered Fall 1999, Fall 2000

ANT 131 Perspectives on Human Behavior and Evolution
The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits
Elizabeth Hopkins
Offered Spring 2000, Spring 2001

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits
Donald Joralemon
Offered Fall 1999, Spring 2001

AST 215 History of Astronomy
Lectures, readings and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology. **{H/N}** 4 credits
To be announced
Offered Spring 2000

BIO 368 Topics in Evolutionary Biology
Topic: "Molecules from History and History from Molecules"
This seminar will explore the field of molecular

evolution from two perspectives. First, we will look at how molecular data have shaped our understanding of the history of organismal diversity. Specific topics will include phylogenetic reconstruction, conservation genetics and inferring the relative role of evolutionary forces. The second perspective is on the evolution of molecules themselves, focusing on the "RNA world" and the evolution of genomes. Emphasis will be on readings from the primary literature and on an independent research project. Prerequisite: BIO 232, 234, or 262 or permission of the instructor. **{N}** 3 credits
Laura Katz
Offered Spring 2000

CHM 102 The Chemistry of Artists' Materials and Techniques

ENG 211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. [3e] **{L}** 4 credits
Douglas Patey
Offered Spring 2000, Spring 2001

FYS 123 Technology and the Invention of Modern America
An introduction to the role of technological change as it has shaped American history, and the forces that shape the evolution of technology. Does technology drive history? In what sense are technologies socially constructed? What role does war play in generating new technology, and how has technology changed warfare? Is technology just applied science? How have steam engines, automobiles, electrification, computers and similar changes reshaped everyday life? Students will explore these issues and develop expertise through readings, including some primary sources, videos and field trips to local museums. (E) **{H/S} WI**
4 credits
Mark Aldrich (Economics)
Offered Fall 2000

HST 244 (L) The Scientific Revolution, 1500–1700
Science, society and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism and atheism in the 18th century; discovery of oxygen; Faust and Frankenstein. **{H}** 4 credits
Michael Dettelbach
Offered Fall 1999

HST 256 (C) The Industrial Revolution
The 18th–19th century revolution in the organization of manufacture and work from the perspectives of cultural and political history. Development of concepts of technology, free labor, skill, class and factory, and of key material innovations such as the water-frame, steam engine, railroads, carbonized steel, tarmacadam; rural vs. urban industrialization; banking and anti-Semitism. **{H}**
4 credits
Michael Dettelbach
Offered Spring 2000

HST 346 Problems in Cultural History
Topic: Darwin and Darwinism
Darwin's life and evolutionary science as it refracts British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2000

MTH 350 Topics in the History of Mathematics
Topic: Mathematical Communities
Subjects will include Plato's Academy, Fermat and his correspondents, mathematics at Göttingen, and the funding of American mathematics. Prerequisite: any two of 217, 224, 233, 238, 243, or

permission of the instructor. **{M}** 4 credits
Offered: to be determined

PHI 224 Philosophy and History of Scientific Thought
What is science? Is it a method, a practice or an accumulated body of truths? Does it give us objective and universal knowledge? How do scientific discoveries affect the world and the way we know it and live in it? **{N}** 4 credits
Kathryn Pyne Addelson, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

PHY 105 Principles of Physics
This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for nonscience majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. **{N}** 4 credits
Malgorzata Zielinska-Pfabé
Offered: to be determined

PPY 209 Philosophy and History of Psychology
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Jill de Villiers, Spring 2000
Peter de Villiers, Fall 2000
Offered Spring 2000, Fall 2000

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science program. Normally one of the history of science courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the sciences are urged to consult with their advisers as early as possible.

International Relations

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Steven Goldstein, Professor of Government
**[1]Joan Afferica, Professor of History
Elizabeth Hopkins, Professor of Anthropology
Elliot Fratkin, Associate Professor of Anthropology
Gregory White, Assistant Professor of Government
*[2]Mary Geske, Assistant Professor of Government
†[2]Karen Alter, Assistant Professor of Government, *Director*

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides an interdisciplinary course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations.

In keeping with the interdisciplinary nature of the minor, beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: six semester courses including GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:
   ANT 232 Third World Politics: Anthropological Perspectives
   ANT 236 Economy, Ecology and Society
   ANT 241 Anthropology of Development
   ANT 243 Colloquium in Political Ecology
   ANT 340 Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
   ANT 341 Seminar: Sacred Power As Secular Politics: Ideology, Legitimacy and Action
   ECO 211 Economic Development
   GEO 109 The Environment
   GOV 231 Government and Plural Societies
   GOV 233 Problems in Political Development
   GOV 254 Politics of the Global Environment
   GOV 324 Seminar: Transitions to Democracy
   GOV 341 Seminar in International Politics: U.S. National Security After the Cold War
   GOV 233 Problems in Political Development
   GOV 243 International Law
   GOV 251 Problems of International Security
   GOV 347 Seminar in International Politics: The 1991 Persian Gulf War
   HST 355 Seminar: Topics in Social History: History of Fertility Control

2. One course in international economics or finance:
   ECO 206 International Finance
   ECO 209 Comparative Economic Systems
   GOV 242 Politics of International Economic Relations

3. One course in contemporary American foreign policy:
   GOV 244 Foreign Policy of the United States
   HST 273 Contemporary America

4. One course in modern European history or government with an international emphasis:
   ECO 311 Seminar: Topics in Economic Development
   GOV 221 The Politics of Western Europe
   GOV 222 The Politics of Eastern Europe

HST 240 Tradition and Change in Russian and Soviet History, 1801–Present
HST 245 Europe, 1660–1815
HST 247 The Rise and Collapse of the Russian and Soviet Empires
HST 250 Europe in the 19th Century
HST 251 Europe in the 20th Century

5. One course on the economy, politics or society of a region other than the United States and Europe:

Africa

ANT 231 Africa: A Continent in Crisis
ANT 232 Third World Politics
ANT 236 Economy, Ecology and Society
GOV 224 Governments and Politics of the Middle East and North Africa
GOV 227 Government and Politics of Sub-Saharan Africa
GOV 345 South Africa in World Politics

Asia

GOV 228 Government and Politics of Japan
GOV 230 Government and Politics of China
GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349 The Political Economy of the Newly Industrializing Countries of Asia
GOV 351 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
HST 210 Modern India
HST 212 China in Transformation, A.D. 700–1900
HST 213 Aspects of Chinese and Japanese History
HST 214 Aspects of Chinese History: Religious Practice in China
HST 218 Thought and Art in China
HST 317 Topics in Chinese History
REL 270 Religious History of India (Ancient and Classical)
REL 271 Religious History of India (Medieval and Modern)
REL 272 Buddhist Thought

Middle East

ECO 214 Economics of the Middle East and North Africa
GOV 224 Governments and Politics of the Middle East and North Africa
GOV 229 Government and Politics of Israel
GOV 248 The Arab-Israeli Dispute
HST 208 The Shaping of the Modern Middle East
REL 275 The Islamic Tradition

Latin America

ANT 237 Native South Americans: Conquest and Resistance
ECO 318 Seminar: Latin American Economics
GOV 226 Latin American Political Systems
GOV 322 Seminar in Comparative Government: Gender, Education, Democracy in Latin America
GOV 324 Seminar in Comparative Government: Transitions to Democracy
GOV 343 Seminar in International Politics
HST 261 National Latin America, 1821 to the Present
HST 263 Continuity and Change in Spanish America and Brazil
HST 361 Problems in the History of Spanish America and Brazil
LAS 100 Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses. At least one of the six courses should be at the seminar level.

Interterm Courses Offered for Credit

Visiting faculty and some lecturers are generally appointed for a limited term.

ARH 295j Museum Studies

CHM 241j How NMR Really Works

ESS 175j Applied Exercise Science
ESS 910j Badminton
ESS 940j Hiking and Canyoneering
ESS 945j Physical Conditioning

FRN 255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing

GEO 235j Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis

GEO 270j Carbonate Systems and Coral Reefs of the Bahamas

HST 241j The Moscow Kremlin

PHI 253j Indo-Tibetan Buddhist Philosophy and Hermeneutics

SPN 218j Speaking Spanish in Context

A schedule of important dates and information applicable to January Interterm courses is issued by the registrar's office prior to pre-registration in the fall.

Italian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
§[2]Alfonso Procaccini, Ph.D., *Chair, 1999–2000*

Associate Professors
Giovanna Bellesia, Ph.D., *Chair, 2000–2001*
§[1,**2]Anna Botta, Ph.D.

Lecturers
Vittoria Offredi Poletto, B.A.
Stephanie Price Foster, M.Phil.
Alessandra Di Maio, Dr. de Ricerca

Students planning to major in Italian and/or intending to spend their junior year in Italy should start studying Italian in their first semester in order to meet all requirements. Students beginning their study of Italian in their sophomore year will be required to attend summer school if accepted in the JYA program. Courses in art, European history and in other literatures are also recommended.

Language

Credit is not granted for the first semester only of an introductory language course.

110d Accelerated Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 and ITL 250 the following year. Preference is given to sophomores planning to go to Italy for their junior year and to all first-year students. Four class meetings per week plus required weekly laboratory. Enrollment limited to 16 per section. **{F}** 10 credits
Giovanna Bellesia, Director
Members of the Department
Full-year course; offered each year

120d Intermediate Italian
Grammar review and vocabulary building. Readings of modern Italian literature and cultural discussions. This is the last year that 120d will be offered, because the prerequisite for 120d, ITL 100d, was offered for the last time in 1998–99. Conversation and discussion meetings. **{F}** 8 credits
Stephanie Foster
Full-year course, 1999–2000

220 High Intermediate Italian
Comprehensive review through practice in writing and conversation. Discussion, compositions and oral reports based on Italian literary texts and cultural material. Prerequisite for Fall 1999: ITL 110d or ITL 120d. Starting in Fall 2000, the prerequisite will be ITL 101d. **{F}** 4 credits
Vittoria Poletto, Director
Members of the Department
Offered Fall 1999, Fall 2000

230 Advanced Italian
A continuation of 220, with emphasis on development of style. Intensive oral and written work. Highly recommended for students planning to go to Florence for their Junior Year Abroad. Prerequisite: 220 or permission of the department. **{F}** 4 credits
Vittoria Poletto, Director
Members of the Department
Offered Spring 2000, Spring 2001

Literature

The prerequisite for ITL 250 is as follows: for the fall of 1999, ITL 120 or 220; for the fall of 2000, ITL 120 or 220; for the fall of 2001, ITL 220.

The prerequisite for 300-level courses is ITL 230 or permission of the instructor.

250 Survey of Italian Literature I
Prerequisite for students applying for Junior Year Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Prerequisite: ITL 220 or permission of the instructor. **{L/F}** 4 credits
Members of the Department
Offered Spring 2000, Spring 2001

251 Survey of Italian Literature II
A continuation of ITL 250, concentrating on representative literary works from the High Renaissance to the Modern period. Normally taken during Junior Year in Florence. May be taken in Northampton as a Special Studies with the permission of the chair of the department. Prerequisite: ITL 250 or permission of the chair.
Members of the Department
Fall 2000, Fall 2001

332d Dante: *Divina Commedia*
Detailed study of Dante's *Commedia* in the context of his other works. Conducted in Italian. **{L/F}** 8 credits
Alfonso Procaccini, 1999–2000
Members of the Department, 2000–2001
Full-year course; offered each year

338 Italian Literature of the 19th Century
Topic: Foscolo, Manzoni, Leopardi and an Overview of Women's Narrative
Conducted in Italian. **{L/F}** 4 credits
Giovanna Bellesia
Offered Spring 2000, Spring 2001

342 Italian Cinema
A study of Italian film from Neorealism to the present. Directors include Visconti, De Sica, Rossellini, Antonioni, Fellini, Bertolucci and Moretti. Conducted in English. **{L/A}** 4 credits
Anna Botta
Offered Fall 2000

343 Modern Italian Literature
Topic: Modern Italian Women Writers: Mothers and Daughters. This course provides an in-depth look at the changing role of women in Italian society. It focuses on the portrayal of motherhood by Italian women writers in the 20th century. Authors studied include Sibilla Aleramo, Elsa Morante, Natalia Ginzburg and Dacia Maraini. Limited enrollment; permission of the instructor required. Conducted in Italian. **{L}** 4 credits
Giovanna Bellesia
Offered Fall 1999, Spring 2001

Cross-listed Courses

The following courses may count toward the Italian major if all written work is done in Italian.

CLT 305 Studies in the Novel: The Postmodern Novel
Topic: Narratives of Memory
Since antiquity, memory has been represented in terms of space—rooms and zones containing ideas and experience—on the assumption that recall is a rational, controllable process. But postmodern writers challenge the idea that memory can capture the past as a seamless totality. Instead, they portray amnesia as a vast dimension of human experience. Investigating the lacks, impasses and incongruities in postmodern novels of memory, we will read them as alternative topographies to the map of reason. Theoreticians and novelists will include Benjamin, Borges, Calvino, Nabokov, Nietzsche, Nora, Perec, Sacks, Saer. Conducted in English. **{L}** 4 credits
Anna Botta
Offered Fall 2000

CLT 355 Consuming Passions: Eating/ Reading
From Plato's *Symposium* on, feasting, eating-drinking and talking have been considered intrinsically related, thus satisfying a long tradition of blending food with knowledge. Reading is likewise associated with eating, an activity of ingesting/ digesting/indigestion, thus an act of consumption: we savor books; we devour articles; we hunger for knowledge, we ruminate ideas, we relish thoughts; we nourish the mind and the spirit; we feed our egos and even our computers! Food has been an essential ingredient for nourishing the imagination, serving many writers to express personal

aesthetic tastes as well as reflecting specific cultural values. The course will offer a smorgasbord of readings in order to savor the various symbolic meanings that food and eating generate and are generated by a literary text. Authors include Plato, Petronius, Apuleius, Augustine, Dante, Boccaccio, Machiavelli, Rabelais, Shakespeare, Flaubert, Ibsen, Mann, Proust and Woolf. Text will be supplemented by some film viewings, and at the end with a real "literary" meal! Conducted in English. **{L}** 4 credits
Alfonso Procaccini
Offered Fall 1999

404 Special Studies
By permission of the chair, for senior majors.
4 credits
Members of the Department
Offered both semesters each year

408d Special Studies
By permission of the chair, for senior majors.
8 credits
Full-year course; offered each year

The Major

Advisers: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

Advisers for Study Abroad: Giovanna Bellesia, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, 10 semester courses. The 10 semester courses shall include 230, 250, 251 and 332d; and four of the following: 338, 342, 343, 404, CLT 305, CLT 355 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

The Minor

Advisers: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Requirements: six semester courses including the following: 220, 230 and 250. Choice of two from two different periods including: 332d, 338, 342, 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

430d Thesis
8 credits
Full-year course; offered each year

Graduate

Advisers: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required: a minimum of 32 credits. The thesis is written during the second year under the direction of a member of the department.

550d Research and Thesis
8 credits
Full-year course; offered each year

Jewish Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Elizabeth Shanks Alexander, Ph.D., Assistant Professor of Jewish Studies
Henia Lewin, M.Ed., Lecturer in Jewish Studies
Donald Weber, Ph.D., Lecturer in Jewish Studies

Jewish Studies Advisory Committee
Martha A. Ackelsberg, Professor of Government
Ernest Benz, Associate Professor of History, *Co-director*
*[2]Karl Paul Donfried, Professor of Religion and Biblical Literature
Lois Dubin, Associate Professor of Religion and Biblical Literature
Myron Peretz Glazer, Professor of Sociology, *Co-director*
Joel Kaminsky, Assistant Professor of Religion and Biblical Literature

100d Elementary Modern Hebrew
A year-long introduction to modern Hebrew. Emphasis on oral proficiency in practical conversational Hebrew, and reading and writing. Audiotapes, videotapes and occasional cultural presentations develop students' skills and acquaintance with Hebrew culture in Israel. (E) **{F}** 8 credits
Henia Lewin
Full-year course; offered 1999–2000

187 Introduction to the Jewish Tradition
An introduction to the fundamental themes, rituals and texts of the Jewish tradition through a close reading of seminal works. Emphasis on how themes and rituals are both preserved and transformed from biblical to modern times, focusing on such concepts as covenant, holiness, exile, prayer, textual interpretation, mysticism, and modernity's challenge to tradition. Sources include Hebrew Bible, Talmud, Zohar, Hasidic stories, and modern theological texts by Soloveitchik and Plaskow. **{L/H}** 4 credits
Elizabeth Shanks Alexander
Offered Spring 2000, Fall 2000

200-Level Courses

224 Women in Rabbinic Literature
Ancient rabbinic Judaism imagined sexuality as a potent creative force. How did this positive embrace of sexuality affect the place accorded women in rabbinic society? Was female sexuality different from male sexuality? Did women interfere with the rabbis' religious life, or did they enhance it? Rabbinic constructions of women in literary and legal contexts. Attention to differences between the religious lives of women and men, control and protection of female sexuality, the economics of women's labor, and the distinctive features of rabbinic discourse. **{L}** 4 credits
Elizabeth Shanks Alexander
Offered Spring 2000, Spring 2001

233 Law and Religion in Judaism
Jewish law has provided a primary framework for relating to God from biblical to modern times. Jews throughout the ages have asked: How does law mediate between humans and God? Why adhere to laws that appear to have no basis in reason? Should the law be understood as universal, or particularistic? Analysis of classic legal sources and a survey of medieval and modern responses to them. Readings from biblical law, rabbinic

literature, medieval philosophy and modern theology. (E) {L/H} 4 credits
Elizabeth Shanks Alexander
Offered Spring 2000

234 Introduction to Rabbinic Literature
Through an elaborate dialogue with its biblical antecedents, rabbinic literature has shaped the values, rituals and theology of Judaism as it is practiced by Jews around the world today. This course introduces students to the foundations of classical Rabbinic Judaism through a close reading of sacred texts from the Rabbinic period. Focus on the primary values of rabbinic culture: study, commanded-ness and legal innovation. We will also explore the rabbinic reshaping of the biblical myths of creation and revelation. Attention to gaining competence and mastery in reading a variety of rabbinic genres: biblical interpretation *(midrash)*, legal codes *(mishnah)*, and legal commentary *(gemara)*. {L} 4 credits
Elizabeth Shanks Alexander
Offered Fall 2000

262 Jewish American Literature and Culture, 1890–2000
The variety and range of Jewish American expressive culture from the turn of the century to the present. Although the focus is on literature, the course also explores forms of popular culture, especially film and 1950s television, and the current vibrant scene of imaginative expression, drawn from the example of contemporary Jewish American women authors. Readings and film screenings drawn from: Abraham Cahan, Anzia Yezierska, Henry Roth, Saul Bellow, Bernard Schwartz, Allegra Goodman, Anne Michaels, *Crossfire, Gentleman's Agreements, The Pawnbroker, Annie Hall, Daniel*, among others. {L/H} 4 credits
Donald Weber
Offered Fall 1999

265 Jews and Judaism in America, 1650 to the Present
The distinctive religious life of Jews in the New World, free from the entrenched religious authorities and institutions of Europe. Religious, economic and political motives for Jewish emigration to the United States, and the development of Jewish social and communal life in different historical settings. How Jews negotiated conflicting identities: assimilation, Americanizing Judaism, and internal isolation, as well as contributions Jews made to the political and cultural scene. Subject to the approval of the Committee on Academic Priorities. (E) {H} 4 credits
Elizabeth Shanks Alexander
Offered Fall 2000

285 Jews and World Civilization, 333 B.C.E. to 1492 C.E.
Jews and Judaism in the ancient and medieval worlds. Jewish civilization has the distinction among world cultures of developing in constant symbiosis with a variety of host cultures. How did such contacts affect Judaism? What were the patterns of accommodation and resistance? How did Jewish culture remain viable outside the homeland? Fields covered include Jews in the Greco-Roman period, under Mediterranean Islam and in Christian Europe. {H} 4 credits
Elizabeth Shanks Alexander
Offered Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

The Minor

Advisers: Members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

The Jewish studies program offers an interdisciplinary approach to the study of the history, religion and culture of the Jews from the biblical period to the contemporary era. Students take courses in a variety of areas, including classical texts, Hebrew, history, Jewish thought, literature and contemporary issues.

Jewish civilization has a recorded history of 4,000 years, spanning diverse geographic areas. While located in many civilizations, Jews have been

most intimately involved with those of the West and the Middle East. Studying Jews and Judaism in these contexts provides students with insight into the complexities of culture and identity. A minor in Jewish studies well complements majors in several fields, among them religion, history, philosophy, government, anthropology, sociology, women's studies, ancient studies, medieval studies, American studies, and any language and literature program.

Requirements: a total of five courses, which must include:

1. JUD 187, The Jewish Heritage;
2. Four additional courses to be chosen from the list below and distributed over any three of the areas of Jewish studies (i.e., classical texts, Hebrew, history, Jewish thought, literature, and contemporary issues). Some courses appear in more than one area. A student may use such a course to fulfill either one or the other of the distribution requirements but may not use the same course to satisfy more than one such requirement.

I. Classical Texts

JUD 224 Women in Rabbinic Literature
JUD 234 Introduction to Rabbinic Literature
REL 210 Introduction to the Bible I: Old Testament
REL 211 Wisdom Literature and Other Books from the Writings
REL 213 Prophecy in Ancient Israel
REL 313 Seminar: Hebrew Bible

II. Hebrew

COURSES AT SMITH

JUD 100d Elementary Modern Hebrew
REL 100d Elementary Classical Hebrew
REL 285 Hebrew Religious Texts

III. History

JUD 265 Jews and Judaism in America, 1650 to the Present
JUD 285 Jews and World Civilization, 333 B.C.E.–1492 C.E.
JUD 286 Jews and European Civilization, 1492–1942
JUD 387 Women in Jewish History
REL 220 Introduction to the Bible II: New Testament
REL 236 Jews and Judaism in the Modern World
REL 320 Seminar: Jesus, Politics and Society
AAS 255 African American and Jewish American Relations in the United States from Colonial Times to about 1980

IV. Jewish Thought

JUD 225 Feminism and Judaism
JUD 233 Law and Religion in Judaism
REL 235 Jewish Spirituality: Philosophers and Mystics
REL 236 Jews and Judaism in the Modern World

V. Literature

CLT 201 Literary Anti-Semitism
GER 151 Jews in German Culture
GER 351 Fontane's Berlin Novels
JUD 262 Jewish American Literature
JUD 385 Jewish Autobiography
REL 110 People of the Story

VI. Contemporary Issues

JUD 225 Feminism and Judaism
JUD 265 Jews and Judaism in America, 1650 to the Present
JUD 383 Seminar in Jewish Studies: History and Literature of the Holocaust
REL 110 Renewal and Invention in Contemporary Judaism
REL 335 Seminar: Problems in Jewish Religion and Culture: Women, Feminism and Spirituality

Additional reading courses in Hebrew language and literature and in Jewish history may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced studies in Jewish studies should consider beginning the study of modern Hebrew at Smith College or at the University of Massachusetts during their first year. See the director of the Jewish Studies Program or a member of the Advisory Committee.

Latin American and Latino/a Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the Latin American and Latino/a Studies Committee

†[1]Ann Zulawski, Associate Professor of History and of Latin American Studies

**[2]Susan C. Bourque, Professor of Government, *Director, 2000–2001*

†[2]Charles Mann Cutler, Jr., Professor of Spanish and Portuguese

Velma García, Associate Professor of Government

*[2]Donald Joralemon, Associate Professor of Anthropology

Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies, *Director, 1999–2000*

*[2]Nola Reinhardt, Associate Professor of Economics

†[2]Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese

Maria Estela Harretche, Assistant Professor of Spanish and Portuguese

Dana Leibsohn, Assistant Professor of Art

Michelle Joffroy, Assistant Professor of Spanish and Portuguese

Ginetta Candelario, Instructor in Latin American Studies and Sociology

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100 Perspectives on Latin America
An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **{H/S}** 4 credits
Marina Kaplan, Fall 1999
Ginetta Candelario, Fall 2000
Offered Fall 1999, Fall 2000

201 Colloquium in Latin American and Latino Studies
Topic: Sociology of Hispanic Caribbean Communities in the United States
This course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. In Fall 2000 this topic will be offered as SOC 214. **{S}** 4 credits
Ginetta Candelario
Offered Fall 1999

301 Seminar: Topics in Latin American Studies
4 credits

Latina/o Racial Identities in the United States
This seminar will explore theories of race and ethnicity and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities.

Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. In Spring 2001 this topic will be offered as a topic in SOC 314. 4 credits
Ginetta Candelario
Offered Spring 2000

Cuban Society, 1898 to the Present
This seminar examines social change in Cuba, particularly focusing on the period since the revolution of 1959. It will emphasize the economic and political history of modern Cuba as a basis for the discussion of various aspects of national life. Topics to be explored may include Cuba's relationship with the United States; central planning and economic restructuring; race and ethnicity; social change and political pluralism; gender and sexuality; education; religion; art and architecture; health care and scientific development; music, dance and film.
Ann Zulawski
Offered Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, history, literature, government and theatre.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: María Estela Harretche.

Adviser for Study Abroad in Brazil: Charles Cutler.

Five-year option with Georgetown University: Students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260 and HST 261.

Requirements:
1. Two courses in Spanish American literature—usually SLL 260 and SLL 261. Advanced language students may replace one of these with a topics course, such as SLL 372 or SLL 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Five semester courses (at the intermediate or advanced level) dealing with Latin America and Brazil; at least three of the five must be in the social sciences (anthropology, economics, government); at least two of the five must be 300-level courses.

Approved courses for 1999–2000/2000–2001:

American Studies

222 Imagining the Americas (Offered Spring 2000)

Anthropology

237 Native South Americans: Conquest and Resistance (Offered Spring 2000)

Art

202 Arts of the Pre-Columbian Andes (Not offered in 1999–2000, 2000–2001)
204 Pre-Columbian Arts (Offered Fall 2000)
240 Current Latin American Art (Offered Spring 2001)

304 Arts of Africa, Oceania and the Americas (Offered Spring 2001)

Comparative Literature

268 Latina and Latin American Women Writers (Offered Spring 2000, Spring 2001)

Dance

142 Cuban Dance (Offered Fall 2000, Spring 2001)
142 Comparative Caribbean Dance (Offered Fall 2000, Spring 2001)

Economics

211 Economic Development (Offered Fall 1999, Fall 2000)
318 Seminar: Latin American Economics (Offered Spring 2001)

Government

216 Minority Politics (Offered Fall 1999)
226 Latin American Political Systems (Offered Spring 2000)
233 Problems in Political Development: Development and Democracy (Offered Spring 2000)
307 Seminar in American Government
Topic: Latinos and Politics in the United States (Offered Fall 1999)
322 Seminar in Comparative Government
Topic: Gender, Education and Democracy in Latin America (Offered Spring 2000)
Topic: Mexican Politics from 1910 to the Present (Offered Spring 2000)
343 Seminar in International Politics (Offered Spring 2000)

History

260 Colonial Latin America, 1492–1821 (Offered Fall 2000)
261 National Latin America, 1821 to the Present (Offered Spring 2000, Spring 2001)
263 Continuity and Change in Spanish America and Brazil
Topic: Revolutionary Mexico, 1876–1940 (Offered Fall 1999)
Topic: Gender in the Study of Latin American History (Offered Spring 2001)
361 Problems in the History of Spanish America and Brazil (Not offered in 1999–2000, 2000–2001)

Sociology

SOC 213 Ethnic Minorities in America (Offered Spring 2000, Spring 2001)
SOC 214 Sociology of Hispanic Caribbean Communities in the United States (Offered Fall 2000)
SOC 314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States (Offered Spring 2001)

Spanish and Portuguese

POR 210 Literature and Culture in the Portuguese-Speaking World: Brazil in Music, Film and Literature (Not offered in 1999–2000, 2000–2001)
POR 220 Literary Currents in the Portuguese-Speaking World (in Portuguese) (Offered Fall 1999, Fall 2000)
POR 221 Literary Currents in the Portuguese-Speaking World (in Portuguese) (Offered Spring 2001)
SLL 260 Survey of Latin American Literature I (Offered Fall 1999, Fall 2000)
SLL 261 Survey of Latin American Literature II (Offered Spring 2000, Spring 2001)
SLL 265 Topics in Latin American Literature
Topic: Survey of Modern Amazonian Literature (Offered Fall 1999)
Topic: Latin American Film as Visual Narrative (Offered Fall 2000)
Topic: The Bronze Screen: Performing Latina/o on Film and in Literature (Offered Spring 2000)
Topic: Literary Construction of Afro-Cuban Identity (Not offered in 1999–2000, 2000–2001)
SLL 370 Literary Genres in the Latin American Novel
Topic: Autobiography in Latin America (Offered Spring 2000)
SLL 371 Latin American Literature in a Regional Context
Topic: Central American Literature (Offered Fall 1999)

SLL 373 Literary Movements in Spanish America
Topic: Literature Then and Now in Argentina, Chile, Uruguay (Offered Spring 2001)
SLL 380 Advanced Literary Studies
Topic: Translating Poetry (Offered Spring 2000)
SPN 230 Topics in Latin American and Peninsular Literature
Topic: History of the Short Narrative (Offered Spring 2000, Fall 2000)
SPN 240 Performing Text: Spanish Language from Page to Stage (Offered Spring 2001)

The Minor in Latin American Studies

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history and literature. They must include HST 260, HST 261 and SLL 260 or SLL 261, and at least one course at the 300 level.

The Minor in Latino/a Studies

Requirements: six courses which must include the following: HST 260 or HST 261, SLL 260 or SLL 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history or literature; and three classes in Latino/a studies to be chosen from CLT 268, GOV 216, GOV 307, LAS 201, LAS 301. At least one of the six courses must be at the 300 level. Students may count one course in Latino/a studies from another Five College institution toward the minor; students may also substitute a Spanish-language class at the 200 level for SLL 260/SLL 261.

Honors

Director: Marina Kaplan.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five College Certificate in Latin American Studies, see the description on page 378.

Logic

Visiting faculty and some lecturers are generally appointed for a limited term.

Co-Directors and Advisers
James Henle, Professor of Mathematics

†[1]Merrie Bergmann, Associate Professor of Computer Science
Jay Garfield, Professor of Philosophy

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics and cognitive science. The goal of the logic minor is to provide students with the tools, techniques and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?
The study of logical arguments, both in the abstract and as they appear in the real world, with examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes and puzzles. May not be taken for credit with PHI 202. **{M}** 4 credits
James Henle (Mathematics) and Jay Garfield (Philosophy)
Offered Fall 1999, Fall 2000

101 Plausible and Implausible Reasoning: What Happened? What Will Happen Next?
The study of quantitative arguments, both in the abstract and as they appear in the real world, with examples drawn from law, economics, political theory, commercials, mathematics, psychology, debating and the popular press. Symbolic translation, modeling, puzzles, paradoxes and the analysis of statistical discourse. Enrollment limited to 24. 4 credits
Offered: to be determined

PHI 202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits
Merrie Bergmann
Offered Spring 2001

PHI 203 Topics in Symbolic Logic
Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Vagueness and Predication and Paradox. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits
Merrie Bergmann
Offered Spring 2001

404 Special Studies
4 credits
Offered both semesters each year

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:
LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:
CSC 111 Computer Science I
CSC 250 Foundations of Computer Science
CSC 270 Digital Circuits and Computer Systems
CSC 290 Introduction to Artificial Intelligence
CSC 294 Introduction to Computational Linguistics
LOG 404 Special Studies in Logic
MTH 153 Discrete Mathematics
MTH 217 Mathematical Structures
PHI 203 Topics in Symbolic Logic
PHI 220 Logic and the Undecidable
PHI 236 Linguistic Structures
PHI 322 Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for Logic minor credit:
CSC 390 Seminar in Artificial Intelligence
MTH 224 Topics in Geometry
MTH 238 Topics in Number Theory
MTH 343 Topics in Mathematical Analysis
MTH 350 Topics in the History of Mathematics
PHI 362 Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable—courses in linguistics and law, for example.

Marine Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
H. Allen Curran, Professor of Geology, *Co-Director*
Paulette Peckol, Professor of Biological Sciences, *Co-Director*
John Burk, Professor of Biological Sciences
Mary Laprade, Lecturer in Biological Sciences

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows: GEO 108 Oceanography; BIO 264 Marine Ecology (BIO 265 must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

Biological Sciences

242 Invertebrate Zoology and required Concurrent Laboratory 243
260 Principles of Ecology and optional Concurrent Laboratory 261
338 Morphology of Algae and Fungi and required Concurrent Laboratory 339
350 Biogeography
356 Plant Ecology and required Concurrent Laboratory 357
364 Topics in Environmental Biology
Coral Reefs: Past, Present and Future
400 Special Studies

Geology

231 Invertebrate Paleontology and Paleoecology
232 Sedimentology
270j Carbonate Systems and Coral Reefs of the Bahamas
311 Environmental Geophysics
355 Geology Seminar: Coral Reefs: Past, Present and Future

Social Sciences

ECO 224 Environmental Economics
GOV 243 International Law
GOV 347 The Political Economy of Oil
GOV 404 Special Studies
PPL 303 Public Policy for Marine and Coastal Resources

Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):
Biology 524s: Coastal Plant Ecology
Geology 591f: Marine Micropaleontology
Res EC 474s: Marine Resources Economics
Geography 391As: Coastal Resource Policy

Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs: Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies; and Shoals Marine Laboratory.

Mathematics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Marjorie Lee Senechal, Ph.D.
James Joseph Callahan, Ph.D.
Michael O. Albertson, Ph.D., *Chair*
David Warren Cohen, Ph.D.
James M. Henle, Ph.D.

Associate Professors
†[1]Patricia L. Sipe, Ph.D.
†[2]Katherine Taylor Halvorsen, D.Sc.
†[2]Pau Atela, Ph.D.
Ruth Haas, Ph.D.

Assistant Professors
Yung-Pin Chen, Ph.D.
Leanne Robertson, Ph.D.
Christophe Golé, Ph.D.

Lecturer
** [1]Mary Murphy, M.A.T.

A student with three or four years of high school algebra (the final year may be called analysis, precalculus, trigonometry, functions or AP mathematics) but no calculus will normally enroll in Calculus I (111). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Elementary Functions (102). This course provides a solid basis for calculus, and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy.

Discovering Mathematics (105), Statistical Thinking (107), and Introduction to Mathematics (119) are intended for students not (at the time) considering a major in mathematics.

A student who chooses to accelerate and who has a score of 4 or 5 on the AB Calculus Examination can receive four credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive eight credits, providing she does not take 111, 112 or 114 for credit. She can receive credit for at most one of these examinations. A student who has a score of 4 or 5 on the AP Statistics Examination can receive four credits, providing she does not take 107 or 245 for credit.

Students who are considering a major or minor in mathematics are encouraged to talk to a member of the department about the courses, goals and schedules.

For further information about the mathematics program, consult *A Guide to Mathematics at Smith,* available from department members and at our Web site (www.math.smith.edu).

102 Elementary Functions
Linear, polynomial, exponential, logarithmic and trigonometric functions; graphs, mathematical models, and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government and sociology. Also recommended for students planning to teach in elementary school or middle school. **{M}** 4 credits
Mary Murphy
Offered Fall 1999, Fall 2000

105 Discovering Mathematics
This course provides a place where intuition and

creativity play as large a role as reasoning and analytic skills in the exploration of mathematics. Students from all disciplines are welcome. There are no prerequisites. Topic: Mathematics As Art. Mathematics has many of the characteristics of art: abstraction, creativity, insight, character and its own highly developed aesthetic. With this premise, we will attempt to understand the place of mathematics among the arts by asking such questions as: What is Baroque mathematics? What is Classical mathematics? What is Romantic mathematics? Is mathematics a performing art? Is it a decorative art? Is it closer in feeling to music? Painting? Architecture? Gastronomy? What in mathematics might correspond to Minimalism, Pop, Punk or New Age art? **{M}** 4 credits
James Henle
Offered Spring 2000, Spring 2001

107 Statistical Thinking
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits
Yung-Pin Chen
Offered Fall 1999, Fall 2000

111 Calculus I
Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. **{M}** 4 credits
Members of the Department
Offered both semesters each year

112 Calculus II
Applications of the integral, dynamical systems, infinite series, and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Prerequisite: 111 or the equivalent. **{M}** 4 credits
Members of the Department
Offered both semesters each year

114 Calculus: Effective Computation and Power Series
Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 111 or 112. **{M}** 4 credits
James Callahan, Ruth Haas
Offered both semesters each year

119 Introduction to Mathematics
What is mathematics? A survey of important ideas from the major areas of mathematics. Topics selected on the basis of aesthetics and lasting impact. Laboratories explore the role of experimentation in mathematics. Prerequisite: four years of high school mathematics or permission of the instructor. Enrollment limited to 24. **{M} WI** 4 credits
Michael Albertson
Offered Spring 2000, Spring 2001

153 Introduction to Discrete Mathematics
An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting and combinatorics. **{M}** 4 credits
Michael Albertson, Yung-Pin Chen (Fall 1999)
Katherine Halvorsen, Yung-Pin Chen (Spring 2000)
Offered both semesters each year

211 Linear Algebra
Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry and other topics. Prerequisite: 112 or the equivalent, or 111 and 153; 153 is suggested. **{M}** 4 credits
Michael Albertson, Ruth Haas (Fall 1999)
Leanne Robertson, David Cohen (Spring 2000)
Offered both semesters each year

212 Calculus III
Theory and applications of limits, derivatives, and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112 and 211. 211 may be taken concurrently. **{M}** 4 credits
Pau Atela (Fall 1999)
Christophe Golé (Spring 2000)
Offered both semesters each year

217 Mathematical Structures
Topics include set theory, axiomatic systems and models, relations and functions, methods of proof. Prerequisite: LOG 100, PHI 121, or a 200-level mathematics course, or permission of the instructor. **{M}** 4 credits
To be announced
Offered Spring 2001

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: 211 and 212; 212 may be taken concurrently. **{M}** 4 credits
James Henle
Offered Spring 2000, Spring 2001

224 Topics in Geometry
Topic: The Erlanger Program. The Erlanger Program is a framework for exploring nearly all geometries: Euclidean, Hyperbolic, Elliptic, Projective, etc. The core is algebraic; the tools are analytic. In studying geometry, we will involve modern algebra, analysis and complex analysis. None of these courses, however, are prerequisites. Prerequisites: 211 and 212. **{M}** 4 credits
James Henle
Offered Fall 1999

225 Advanced Calculus
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss and Stokes. Prerequisites: 211 and 212, or permission of the instructor. **{M}** 4 credits
Patricia Sipe
Offered Spring 2001

227 Topics in Modern Mathematics
Topic: Mathematical Sculptures
The goal of the course is to create large mathematical sculptures made of metal strips or other appropriate materials for outdoors which represent mathematically interesting surfaces. The surface will first be modeled on the computers in the visualization laboratory, which is equipped with high-powered workstations specialized in three-dimensional computer visualization. Students will then work with the college's machine shop to actually build the surface. Topics covered: elements of computer visualization of three-dimensional objects; rotations in 3-space; theory of curves and surfaces. Prerequisite: Calculus III (MTH 212) or permission of the instructor. (No computer skills will be assumed as prerequisite.) **{M}** 4 credits
Pau Atela
Offered Spring 2000, Spring 2001

233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups, rings and fields. Prerequisites: 112 or the equivalent, and 211, or permission of the instructor. **{M}** 4 credits
Leanne Robertson
Offered Fall 1999, Fall 2000

238 Topics in Number Theory
Prerequisite: 153, 211, or permission of the instructor. **{M}** 4 credits
Leanne Robertson
Offered Spring 2000

243 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration. Prerequisites: 211 and 212, or permission of the instructor. **{M}** 4 credits
David Cohen
Offered Fall 1999, Fall 2000

245 Introduction to Probability and Statistics
An application-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric

hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111, or 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15. **{M}** 4 credits
Katherine Halvorsen, Stephen Tilley (Biological Sciences)
Offered Fall 1999, Fall 2000

246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153 and 212, or permission of the instructor. **{M}** 4 credits
Yung-Pin Chen
Offered Fall 1999, Fall 2000

247 Statistics: Introduction to Regression Analysis
The analysis of data using linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211 and one of the following: 107, 245, ECO 190, SSC 190, PSY 113. **{M}** 4 credits
Katherine Halvorsen
Offered Spring 2000, Spring 2001

254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes, Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: 153 and 211 or permission of the instructor. **{M}** 4 credits
To be announced
Offered Spring 2001

255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and 211 or permission of the instructor. **{M}** 4 credits
Ruth Haas
Offered Spring 2000

264 Topics in Applied Mathematics
{M} 4 credits
Offered: to be determined

270 Introduction to Numerical Methods
Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 211 and some knowledge of a computer language. **{M}** 4 credits
Offered: to be determined

298 Dialogues in Mathematics
This course gives students the opportunity to listen to, understand, and write or give presentations about various mathematical topics. The class will include lectures on a wide variety of topics. These lectures will be open to all students and faculty. Prerequisites: MTH 211, 212 and two additional mathematics courses at the 200 level. The course may be repeated for credit once. **{M}** 2 credits
Christophe Golé
Offered both semesters each year

307 Topics in Mathematics Education
Topic: To be announced
Prerequisite: 112, 153, or permission of the instructor. **{M}** 4 credits
To be announced
Offered Spring 2000

325 Complex Analysis
Complex numbers, functions of a complex variable, differentiation, integration, Cauchy integral formula, calculus of residues, applications. Prerequisite: 225 or 243, or permission of the instructor. **{M}** 4 credits
Christophe Golé
Offered Fall 1999 at Smith
Offered Fall 2000 at Mount Holyoke College

333 Topics in Abstract Algebra
Topic: To be announced
Prerequisite: 233. **{M}** 4 credits
Ruth Haas
Offered Spring 2000 at Smith
Offered Spring 2001 at Mount Holyoke College

342 Topics in Topology and Geometry
Topic: Optimization in a Historical Context. The calculus of variations, including the study of geodesics on surfaces. Prerequisite: 243 or permission of the instructor. **{M}** 4 credits
Patricia Sipe
Offered Fall 1999 at Mount Holyoke College
Offered Fall 2000 at Smith

343 Mathematical Analysis
A continuation of MTH 243. We continue our study of analysis with sequences and series of functions, Euclidean spaces and metric spaces, implicit functions, curves and surfaces. Further topics may be chosen from: Fourier series, Lebesgue integrations, multiple integrals, and ordinary differential equations. Prerequisite: 243 or permission of the instructor. **{M}** 4 credits
Christophe Golé
Offered Spring 2000

346 Seminar: Mathematical Statistics
An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: 212 and 246. **{M}** 4 credits
Yung-Pin Chen
Offered Spring 2000 at Mount Holyoke College
Offered Spring 2001 at Smith

353 Advanced Topics in Discrete Applied Mathematics
Topic: Complexity Theory. Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and an investigation of NP-Completeness. The algorithms will be drawn from number theory, linear algebra, combinatorics and graph theory, and computer science. Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. **{M}** 4 credits
To be announced
Offered Fall 2000

364 Advanced Topics in Continuous Applied Mathematics
Topic: Computer Graphics and Mathematics. We will study the mathematics needed to generate and animate three-dimensional objects on a computer, and we will make extensive use of computer graphics to visualize some fundamental concepts of mathematics that we study. These concepts include two-dimensional and three-dimensional transformations, rotations in 3-space and the platonic solids, theory of surfaces, singularity theory and topics in dynamical systems. Prerequisites: 211 and 212 or permission of the instructor. **{M}** 4 credits
Pau Atela
Offered Fall 1999

404 Special Studies
By permission of the department, for majors who have had at least four semester courses at the intermediate level. 4 credits
Offered both semesters each year

Cross-listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic

PHI 203 Topics in Symbolic Logic

PHI 220 Logic and the Undecidable

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

The Major

Advisers: Michael Albertson, Pau Atela, James Callahan, David Cohen, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Marjorie Senechal, Patricia Sipe.

Adviser for Study Abroad: Marjorie Senechal.

equirements: The mathematics major has an ntryway requirement, a colloquium requirement, nd a total credit requirement. The entryway re-uirement consists of MTH 153, MTH 211 and MTH 12. An exceptionally well prepared student might ace out of some of these. The core requirement is ne course in algebra (MTH 233 or MTH 238) and ne course in analysis (MTH 225 or MTH 243). ne colloquium requirement is four credits (two emesters) of MTH 298. Students wishing to con-ntrate in statistics may substitute MTH 346 for the gebra requirement. A concentration in statistics onsists of completing the four courses MTH 245, TH 246, MTH 247 and MTH 346.

total of 40 credits is required for the major. At ost eight of these credits can be at the 100 level. ith the approval of the department, up to eight edits can be replaced by twice that number in ourses from other departments or programs pro-ded that such courses contain substantial math-natical content and the student completes a ma-r or minor in the corresponding department or rogram.

he Minor

ne minor in mathematics consists of 211 plus 16 her credits selected from any one of the groups elow. In the applied mathematics minor, four of e credits may be replaced by eight credits from e list in the description of major requirements und above. Normally, all courses that are ounted toward these requirements must be taken r a letter grade.

pplied Mathematics Minor

53, 212, 222, 225, 233, 243, 245, 246, 247, 254, 55, 264, 270, 325, 346, 353, 364, PHY 211.

iscrete Mathematics Minor

53, 270, PHI 220, 233, 238, CSC 250, 254, 255, 33, 353.

lgebra-Analysis-Geometry Minor

53, 212, 217, PHI 220, 224, 233, 238, 243, 325, 33, 342, 343.

Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Ruth Haas.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements: In addition to the credits required for the major, students must take 431 or 432d (for either 8 or 12 credits) in the senior year.

Directed reading, exposition and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: In addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580 Special Studies in Topology and Analysis
4 credits
Offered both semesters each year

581 Special Studies in Modern Geometry
4 credits
Offered both semesters each year

582 Special Studies in Algebra
4 credits
Offered Fall 1999, Fall 2000

Medieval Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the Medieval Studies Council

§[2]Alfonso Procaccini, Professor of Italian Language and Literature

§[1]Joachim Stieber, Professor of History

Nancy Mason Bradbury, Associate Professor of English Language and Literature, *Director 1999–2001*

†[1]Brigitte Buettner, Associate Professor of Art

Craig Davis, Associate Professor of English Language and Literature

§[2]Eglal Doss-Quinby, Associate Professor of French Language and Literature

†[1]Eric Graf, Assistant Professor of Spanish and Portuguese

Keith Lewinstein, Assistant Professor of History and of Religion and Biblical Literature

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The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to re-create for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 130; ENG 200d (only the first semester may be counted for credit in the major); FRN 253; HST 224 or 225; ITL 250; MUS 200; SPN 250. If LAT 100d is taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. Normally, this will be Medieval Latin (Latin 214) or a course in Virgil (Latin 213) or Ovid (Latin 216). If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses:
A total of eight semester courses from the list of approved courses below, excluding the basis and the Latin requirement. A minimum of two courses in medieval history are required. Normally, these should include HST 224 and HST 225, one of which may be taken as part of the basis (four credits) or both of which (eight credits) may be taken as part of the eight courses in the major (six distribution and two concentration) indicated below:

1. Distribution: six courses at the 200 level or above, distributed in four areas as follows: (1) medieval history (four credits); (2) medieval religion (four credits); (3) one course

(four credits) in either medieval art or music; (4) two courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and one other course (four credits) in any of the disciplines above.

2. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history (normally HST 224 or 225), one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved Courses for 1999–2001

Art

230 Early Medieval Art
232 Romanesque Art
234 Gothic Art

Comparative Literature

309 Arthurian Literature of the Middle Ages

English

214 Old English
215 *Beowulf*
216 Chaucer
217 Old Norse
218 Norse Poetry and Prose

French

253 Medieval and Renaissance France
320 Topics in Medieval/Renaissance Literature
Topic: Erotisme et courtoisie

History

207 Islamic Civilization to the 15th Century
224 The Early Medieval World, 300–900
225 The Making of Europe, 850–1350
226 Social History of European Monasticism
227 Early English History
228 From European Churches to a Universal Church
230 Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
298 The First Slavic Kingdoms and their Imperial Neighbors
325 Early European History to 1300
Topic: The Concepts and Systems of Medieval Law

Italian

250 Survey of Italian Literature
332d Dante: *Vita Nuova, Divina Commedia*

Latin

213 Virgil, *Aeneid*
214 Medieval Latin

Music

200 A Historical Survey of Music

Religion and Biblical Literature

230 Christianity and Culture, I
231 Eastern Christian Thought and Practice
235 Jewish Spirituality: *Kabbalah,* Maimonides, *Zohar*
275 The Islamic Tradition

Spanish and Portuguese

250 Introduction to Medieval and Early Modern Spanish
343 Lyric Poetry: Medieval, Renaissance and Baroque

404 Special Studies
Admission by permission of the instructor and the Medieval Studies Council. 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

Honors

430d Thesis
Admission by permission of the Medieval Studies Council. 8 credits
Full-year course; offered each year

Requirements: the same as those for the major, except that the thesis (eight credits) shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis.

Music

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Philipp Otto Naegele, Ph.D.
** [1]William Petrie Wittig, Mus.M.
†[2]Ronald Christopher Perera, A.M.
* [1]Peter Anthony Bloom, Ph.D.
†[1]Donald Franklin Wheelock, M.Mus.
** [2]John Porter Sessions, Mus.M., *Chair*
**[1]Richard Jonathan Sherr, Ph.D.
Monica Jakuc, M.S.
*[2]Ruth Ames Solie, Ph.D.
Kenneth Edward Fearn, Mus.M.
* [2]Karen Smith Emerson, M.M.
Jane Bryden, M.M.

Associate Professors
Janet Lyman Hill, M.A.
Raphael Atlas, Ph.D.

** [2]John Van Buskirk, M.M.
Margaret Sarkissian, Ph.D.

Assistant Professor
Grant Russell Moss, D.M.A.

Lecturers
Jonathan Hirsh, D.M.A.
Thomas Kim, M.M.

Teaching Fellows
Birgit Bert
Kerri Ann Scannell
Barbie Wong

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110 and 111 in the first year and 200 and 201 in the sophomore year.

Introductory Courses

100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music
An introduction, intended for beginners, to music notation and to principles of musical organization, including scales, keys, rhythm and meter. **{A}**

Raphael Atlas, To be announced, Fall 1999
Ruth Solie, Spring 2000
Raphael Atlas, Fall 2000
To be announced, Spring 2001
Offered both semesters each year

Music, the Visual Arts and the Media
An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film and television. **{A}**
William Wittig
Offered Fall 1999, Fall 2000, Spring 2001

Contemplating Opera
An introduction to opera through a close examination of selected works. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen, Curlew River, Don Giovanni, Madama Butterfly, Porgy and Bess, Treemonisha, The Yellow Wallpaper*. The work of

the course will include viewing operas on videotape. **{A}**
Richard Sherr
Offered Spring 2001

The Art of Listening
An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. **{A}**
Ruth Solie
Offered Fall 1999

Music in France in the Good Old Days
Music in France (by Bizet, Massenet, Wagner, Debussy and others) in the period from the 1870s to the First World War—the so-called *belle époque* or "good old days"—when the stock of native musicians witnessed a dramatic rise on the French aesthetic market. Video and audio recordings; selected readings. To improve their ability to think and to *write* about music, students will prepare a series of one-page papers as the bases of discussion of such issues as operatic characterization and the relationship of operatic settings to literary sources. **{A}**
Peter Bloom
Offered Fall 2000

East Meets West: Mozart to World Beat
Is "cultural gray-out" inevitable? Could the world become a "global village"? This course aims to answer such questions by examining the wide variety of musical responses to cross-cultural contact. Topics under discussion will range from Orientalism in the history of Western art music to the impact of modern technology on the contemporary World Beat phenomenon. **{A}**
Margaret Sarkissian
Offered Fall 1999, Fall 2000

Music and Gender in Cross-Cultural Perspective
Using case studies ranging from the Middle East to Native America as points of departure, this course will explore the role of music in processes of socialization, segregation and gender-based power relations. Although the readings will focus primarily on non-Western musics, contemporary manifestations of American popular music culture will also be considered. **{S/A} WI**
Margaret Sarkissian
Offered Spring 2000, Spring 2001

Jazz: Listening and Analysis
Designed to acquaint students with some primary forms and practitioners of the jazz idiom. Listening skills and biographies of important performers will be emphasized. Student participation and writing will be emphasized, and the course will conclude with student-led group presentations. Among the artists discussed will be Louis Armstrong, Billie Holiday, Duke Ellington, Billy Strayhorn, Charlie Parker, John Coltrane, Thelonius Monk, Miles Davis, Gil Evans, Antonio Carlos Jobin and Dizzie Gillespie. No prior musical training is required. (E) **{A}**
Andrew Jaffe
Offered Spring 2000

Choral Music
An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **{A}**
Thomas Kim
Offered Spring 2000

Words and Music
An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. **{A} WI**
Donald Wheelock
Offered Spring 2001

101 Introduction to World Music
A survey including the musics of Africa, Latin America, Native America, the Middle East, India, Southeast Asia and East Asia, with an emphasis on

interrelationships between music and society. Each unit will contain a general overview of the region, detailed study of one or more genres, and a discussion of contemporary popular musics. **{A}** 4 credits
Margaret Sarkissian
Offered Fall 1999, Fall 2000

102 Classical and Popular Music and Art in the 20th Century
An introduction to music and art designed specifically for those with no previous training, with special emphasis on African-American traditions, spirituals, rags, blues and their incorporation into classical style. Enrollment limited to 20. **{A}** 4 credits
William Wittig
Offered Fall 1999

103 Sight-Singing
Instruction and practice in singing intervals, rhythms and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. **{A}** 1 credit
Thomas Kim, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

PHY 107 Musical Sound

110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits
Raphael Atlas, Ruth Solie, Fall 1999
Raphael Atlas, Donald Wheelock, Fall 2000
Offered Fall 1999, Fall 2000

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. **{A}** 4 credits
Ruth Solie
Offered Spring 2000, Spring 2001

Intermediate and Advanced Courses

200 From Charlemagne to Bach
An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Richard Sherr
Offered Fall 1999, Fall 2000

201 Music from the Pre-Classic to the Post-Modern
A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-year students) who have had previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Peter Bloom
Offered Spring 2000, Spring 2001

210 Advanced Tonal Analysis
Advanced study of tonal music through analysis and composition. Prerequisite: 111 or permission of the instructor. **{A}** 4 credits
Raphael Atlas
Offered Spring 2000

211 Tonal Counterpoint
Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon and fugue. Ear training, analysis and practice in contrapuntal writing. Prerequisite: 111 or permission of the instructor. **{A}** 4 credits
Raphael Atlas
Offered Spring 2001

212 Analysis and Repertory: 20th Century
Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 111 or permission of the instructor. Offered in alternate years.

{A} 4 credits
Raphael Atlas
Offered Fall 1999, Fall 2000

220 Area Studies in Ethnomusicology
4 credits

East Asia
An introduction to the musical cultures of China, Japan and Korea. After a preliminary overview of the region, selected solo, ensemble and theatrical genres from each country will be examined. While no knowledge of Western music theory is required, students will study some local forms of notation. **{A}**
Margaret Sarkissian
Offered Spring 2000

Insular Southeast Asia
This course focuses on the so-called gong-chime cultures. Although there will be strong emphasis on the cultures and musics of Indonesia (especially Java and Bali), other areas will be considered as time permits. While no knowledge of Western music theory is required, students will study indigenous forms of musical notation and will gain practical experience of Central Javanese gamelan music. **{A}**
Margaret Sarkissian
Offered Spring 2001

AAS 222 Introduction to African American Music: Gospel, Blues, Jazz

223 Topics in Performance
Topic: The Music of Frederic Chopin
A study of selected works for piano, combining performance, listening, critical reading and analysis. Admission by permission of the instructor. **{A}**
4 credits
Kenneth Fearn
Offered Spring 2000

233 Composition
Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. **{A}**
4 credits
Ronald Perera, Fall 1999
Donald Wheelock, Fall 2000
Offered Fall 1999, Fall 2000

235 Music and Technology
An introduction to the use of technology in the notation, recording, research and instruction in music. Though the course will contain a historical overview and consider the broader implications of technology and music, it will primarily focus in a practical way on the following types of applications: music editing and publishing; digital signal processing and sound editing; multimedia and instructional software; music on the World Wide Web. Enrollment limited to eight. Prerequisite: basic computer literacy, the ability to read music, and permission of the instructor. **{A}** 4 credits
Kenneth Fearn
Offered Fall 2000

251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. **{H/A}** 4 credits
Richard Sherr
Offered Spring 2001

271 Richard Wagner Pro and Contra
The work of Richard Wagner—composer, poet, cultural critic—has given rise to a number of serious questions. Do the music dramas of Wagner have a covert anti-Semitic agenda? Does the Nazi mind-set have roots in Wagner's writings? What led to the association of Wagner's name with Adolf Hitler and the Third Reich? Why is Wagner widely considered the most controversial artistic figure of the modern period? In this course we will consider these and other questions as we study the works of Wagner's maturity—the operas *Tristan und Isolde, Der Ring des Nibelungen, Die Meistersinger von Nürnberg, Parsifal,* and certain related theoretical writings—and the critical reactions to Wagner of such figures as Charles Baudelaire, Friedrich Nietzsche, George Bernard Shaw, Thomas Mann, Theodor W. Adorno and Carl Dahlhaus. **{H/A}** 4 credits
Peter Bloom and Hans R. Vaget (German Studies and Comparative Literature)
Offered 2002–2003

303 Music of the Renaissance
Sacred and secular music in Western Europe during the 15th and 16th centuries. Prerequisite: 200 or permission of the instructor. **{H/A}** 4 credits
Richard Sherr
Offered Fall 2000

305 Music of the High Baroque
Bach, Handel and their contemporaries. Prerequisite: 200 or permission of the instructor. **{A}** 4 credits
Richard Sherr
Offered Fall 1999

306 Mozart
A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201 or permission of the instructor. **{A}** 4 credits
Peter Bloom
Offered Spring 2000

307 Beethoven
A chronological survey of Beethoven's music, concentrating on piano sonatas, concertos, string quartets, and symphonies. Prerequisite: 201 or permission of the instructor. **{A}** 4 credits
Peter Bloom
Offered Fall 2000

308 Music in the 19th Century
After Beethoven. Did composers suffer the anxiety of influence in the wake of Beethoven's symphonic achievement? This course will investigate what has been called the "crisis" of the symphony in the 19th century by considering from analytical and historical points of view selected works of Schubert, Berlioz, Mendelssohn, Schumann, Brahms and Mahler. Prerequisite: a course in music history or permission of the instructor. **{H/A}** 4 credits
Peter Bloom
Offered Spring 2001

310 Seminar in Contemporary Music
Schoenberg, Debussy and the New Music. **{A}** 4 credits
John Sessions
Offered Spring 2000, Fall 2000

325 Writing About Music
An opportunity for intensive work on disciplinary writing, including prose style, tone and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertories and performance contexts. Prerequisite: any 300-level course in music or permission of the instructor. **{A}** 4 credits
Ruth Solie
Offered Spring 2001

331 Topics in Theory
Topic: To be announced. Prerequisite: 111. **{A}** 4 credits
Donald Wheelock
Offered Spring 2001

341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. **{A}** 4 credits
Ronald Perera, Spring 2000
Donald Wheelock, Spring 2001
Offered Spring 2000, Spring 2001

345 Electro-Acoustic Music
Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. **{A}** 4 credits
Daniel Warner
Offered Fall 1999

404 Special Studies
In the history of music, world music, composition, or in the theory or analysis of music. By permission of the department, for juniors and seniors. 4 credits
Offered both semesters each year

Graduate Courses

Requirements for the master of arts degree in music are listed on pages 57–58 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Advisers: Richard Sherr (Fall 1999), Peter Bloom (Spring 2000, Fall and Spring, 2000–2001).

510 Seminar in Contemporary Music
Webern and his successors. **{A}** 4 credits
John Sessions
Offered Fall 1999

580 Special Studies
4 credits
Offered both semesters each year

580d Special Studies
8 credits
Full-year course; offered each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: A sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110 *and* either Music 200 or 201 during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the registrar) and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits and section letters:

914d {A} First year of performance, four credits for the year
924d {A} Second year of performance, four credits for the year
928d {A} Second year of performance, eight credits for the year
934d {A} Third year of performance, four credits for the year
938d {A} Third year of performance, eight credits for the year
944d {A} Fourth year of performance, four credits for the year
948d {A} Fourth year of performance, eight credits for the year

A Piano
B Organ
C Harpsichord
D Voice
E Violin
F Viola
G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments

Piano. *Monica Jakuc, Kenneth Fearn, John Van Buskirk.*

Organ. Prerequisite: Piano 914d (A) or the equivalent. *Grant Moss.*

Harpsichord. Prerequisite: Piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden.*

Violin. *Philipp Naegele, Janet Hill.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig,* flute; *Karen Hosmer*, oboe; *Lynn Sussman*, clarinet; (UMass), bassoon; *Emily Samuels*, recorder.

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery* (Mount Holyoke).

Lute. *Robert Castellano.*

Other Instruments.

901 Chamber Music Ensemble
Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. **{A}** 1 credit
Philipp Naegele, Janet Hill
Offered both semesters each year

904 Conducting
A continuation of 903. Prerequisite: 903 or permission of the instructor. **{A}** 2 credits
Jonathan Hirsh
Offered Spring 2000

905j Opera Scenes Workshop: An Introductory Course in Performance of Operatic Scenes
Classes will consist of daily coaching (musical and dramatic) and staging, culminating in a public performance at the end of the session. Students will gain experience in stage movement, role characterization and vocal performance. This intensive workshop will require preparation of assigned roles prior to the first rehearsal. Prerequisite: enrollment in Vocal Performance course or permission of the instructor. (E) 1 credit
Karen Smith Emerson
Offered Interterm 2001

974 Topics in Piano
This course is designed for students of intermediate level interested in a more generalized approach to the study of piano. It will combine classroom work with private or semi-private study, and will integrate performance with readings, listening and written work. Permission of the instructor required. Enrollment limited to eight. **{A}** 4 credits
Kenneth Fearn
Offered Fall 1999

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits and section letters:
954d {A} First year of performance, four credits for the year
958d {A} First year of performance, eight credits for the year
964d {A} Second year of performance, four credits for the year
968d {A} Second year of performance, eight credits for the year

The same principles, conventions and section letters apply to graduate performance courses as to undergraduate performance courses.

Piano	**Viola**
Organ	**Violoncello**
Harpsichord	**Viola da Gamba**
Voice	**Wind Instruments**
Violin	**Other Instruments**

Chamber Orchestra
A string chamber orchestra, open to qualified students, gives one concert each semester, normally preceded by four Thursday evening rehearsals.
Philipp Naegele, Director

Smith College Orchestra
A symphony orchestra open to Smith students, Five College students, and community members. The orchestra gives one concert each semester and performs at annual events such as POPS!, Autumn Serenade and Christmas Vespers. Rehearsals on Tuesday evenings.
Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble
One concert each semester. Open (subject to available positions) to Smith students, students at the other four colleges, faculty and staff. No prior experience necessary. Rehearsals on Wednesday evenings.
Sumarsam and Margaret Sarkissian, Directors

Choral Ensembles

The Choral Program at Smith includes four ensembles. Each ensemble performs annually at POPS!, Autumn Serenade, Christmas Vespers, and at college events such as Convocation, Rally Day and chapel services. At least once each year, the Glee Club, and occasionally the College Choirs, performs a major work with a visiting men's glee club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors, Ada Comstock Scholars and graduate students. Rehearsals on Monday and Wednesday afternoons.
Jonathan Hirsh, Conductor

College Choir: open by audition to first-year students and, in some cases, members of the upper classes. This ensemble is intended for singers with significant previous choral experience. Members are expected to be able to read music. Rehearsals on Monday afternoons and Wednesday evenings.
Thomas Kim, Conductor

Chamber Singers: open to selected members of the Glee Club and College Choirs. Normally offered in alternate years.
Jonathan Hirsh, Conductor

Chorale: open by audition to all classes but intended primarily for first-year students. No previous experience required. In addition to standard classical repertoire, this group will focus on world music folk songs and traditional Smith songs. Rehearsals on Monday evenings and Wednesday afternoons.
Thomas Kim, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance and the baroque period. An extensive collection of medieval, Renaissance and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels or Alice Robbins for further details.

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis or composition; two further courses in music history; and two further classroom courses above the 100 level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: Students are urged to acquire some knowledge of German, French and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the Department.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100 level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Richard Sherr.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: Students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431) or a composition normally equivalent to eight credits. Examination: Students will take an oral examination on the subject of the thesis.

Neuroscience

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

*[1]Stylianos Scordilis, Professor of Biological Sciences
David Bickar, Associate Professor of Chemistry
†[1]Mary Harrington, Associate Professor of Psychology
*[2]Virginia Hayssen, Associate Professor of Biological Sciences
*[1]Dany Adams, Assistant Professor of Biological Sciences
**[2]Stefan Bodnarenko, Assistant Professor of Psychology

Other Participating Faculty

Margaret E. Anderson, Professor of Biological Sciences, *Director*
**[2]Richard Olivo, Professor of Biological Sciences
Ann Hennessey, Assistant Professor of Psychology
Betty McGuire, Adjunct Assistant Professor of Biological Sciences
Beth Powell, Lecturer in Psychology

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400 Special Studies
A scholarly project completed under the supervision of any member of the program. Permission of the instructor required. 1–5 credits
Offered both semesters each year

The Major

The following courses are required for the major:

BIO 111 Introduction to Biology
BIO 112 Introduction to Biology
CHM 111 Chemistry I: General Chemistry (5 credits)
PSY 180 Introduction to Neuroscience

CHM 222 Chemistry II: Organic Chemistry (5 credits)
PSY 211 Physiology of Behavior and Related Disorders
BIO 230/231 Cell Biology
or
BIO 236/237 Cell Physiology
or
BIO 256/257 Animal Physiology
PSY 311 Neuroanatomy
BIO 330/331 Neurophysiology

Two electives should be selected from the following: Select at least one from:

BIO 230 Cell Biology
or
BIO 236 Cell Physiology
or
BIO 256 Animal Physiology

BIO 234 Molecular Biology
BIO 352/353 Animal Behavior
PSY 218 Cognitive Psychology
PSY 222 Psychopharmacology

Select at least one from:

PSY 312 Research Seminar in Behavioral Neuroscience
PSY 316 Seminar in Biopsychology
NSC 400 Special Studies (4 or 5 credits)
NSC 430d/432d Thesis

Please note that BIO 230 (Cell Biology) or BIO 236 (Cell Physiology) and BIO 256 (Animal Physiology) can be taken as either core or elective, but one course cannot be counted as both core and elective. The S/U option may not be used for courses fulfilling the requirements of the major.

Adviser for Study Abroad: Mary Harrington (Fall); Richard Olivo (Spring).

Adviser for Transfer Students: Dany Adams.

The Minor

Required core:
PSY 180 Introduction to Neuroscience
PSY 211 Physiology of Behavior
PSY 311 Neuroanatomy

Choose three electives from:
PSY 222 Psychopharmacology
PSY 312 Research Seminar in Behavioral Neuroscience
PSY 316 Seminar in Biopsychology
BIO 230 Cell Biology
or
BIO 236 Cell Physiology
BIO 256 Animal Physiology
BIO 330/331 Neurophysiology
BIO 352/353 Animal Behavior

The S/U option may not be used for courses fulfilling the requirements of the minor.

Honors

Directors: Members of the Program.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. A course in statistics is strongly recommended for students completing honors in neuroscience.

Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Kathryn Pyne Addelson, Ph.D.
Malcolm B.E. Smith, Ph.D., J.D.
Jill G. de Villiers, Ph.D. (Psychology and Philosophy), *Chair*
John M. Connolly, Ph.D.
†[2]Elizabeth V. Spelman, Ph.D. (Philosophy and Women's Studies)
Jay L. Garfield, Ph.D.

Associate Professor
†Nalini Bhushan, Ph.D.

Assistant Professors
†[2]Susan Levin, Ph.D.
Ernest Alleva, Ph.D.

Lecturer
Meredith W. Michaels, Ph.D.

Research Associates
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows from What?
James Henle (Mathematics) and Jay Garfield
Offered Fall 1999, Fall 2000

100 Thinking About Thinking
What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section: 25. **{H/S}** 4 credits
Nalini Bhushan, Spring 2000
Jay Garfield, Spring 2001
Offered Spring 2000, Spring 2001

124 History of Ancient and Medieval Philosophy
A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **{H/M}** 4 credits
Susan Levin
Offered Fall 1999

125 History of Modern Philosophy
A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and especially Kant. **{H/M}** 4 credits
Ernest Alleva, Spring 2000
Malcolm B.E. Smith, Spring 2001
Offered Spring 2000, Spring 2001

200 Philosophy Colloquium
Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional

for minors. Normally taken in the sophomore year. **{M}** 4 credits
Kathryn Pyne Addelson and Members of the Department, Spring 2000
Kathryn Pyne Addelson, Nalini Bhushan and Members of the Department, Spring 2001
Offered Spring 2000, Spring 2001

202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science and linguistics. This course provides students with a basic background in the symbols, concepts and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits
Merrie Bergmann
Offered Spring 2001

203 Topics in Symbolic Logic
Applications of logic to fundamental issues in philosophy, mathematics and computer science. Prerequisite: LOG 100 or PHI 202. Topic: Predication and Paradox. After the initial meeting, the course will meet for the second half of the semester. **{M}** 2 credits
Merrie Bergmann
Offered Spring 2001

210 Issues in Recent and Contemporary Philosophy
Topic: American Philosophy in Black and White
This course explores debates about race, racism, moral status, and identity in recent and contemporary American philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. **{S}** 4 credits
Elizabeth V. Spelman
Offered Spring 2000

211 The Philosophy of Ludwig Wittgenstein
Ludwig Wittgenstein is arguably the most influential philosopher of the 20th century. It is impossible to understand the principal philosophical movements of this century without an appreciation of his ideas. In this course we will read his most important philosophical texts *(Tractatus Logico-Philosophicus*, *Philosophical Investigations*, *On Certainty)*, some commentaries on his work, and selected works by those who influenced and were influenced by Wittgenstein. Prerequisite: at least one course in philosophy. **{H/M}** 4 credits
Jay Garfield
Offered Spring 2001

212 Colloquium on Meanings and Values in the World of Work
We will examine diverse issues regarding work: What significance does work have in our lives? How does it vary across communities, classes and professions? How is it related to individual and group identity? What makes it desirable or undesirable, and meaningful or meaningless? What rights, interests and obligations does it involve? Is there a right or an obligation to work? How should various opportunities, benefits and burdens associated with work be distributed? How should work be organized and controlled? What forms of cooperation and conflict exist in work? How are notions of play and leisure related to work? **{S}** 4 credits
Ernest Alleva
Offered Fall 1999

220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. **{M}** 4 credits
Jay Garfield
Offered Spring 2000, Spring 2001

222 Ethics
An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **{H/S}** 4 credits

Ernest Alleva, Fall 1999
Malcolm B.E. Smith, Fall 2000
Offered Fall 1999, Fall 2000

224 Philosophy and History of Scientific Thought
What is science? Is it a method, a practice or an accumulated body of truths? Does it give us objective and universal knowledge? How do scientific discoveries affect the world and the way we know it and live in it? **{N}** 4 credits
Kathryn Pyne Addelson, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

226 Topics in the History of Philosophy
Topic: To be announced. **{H/M}** 4 credits
To be announced
Offered Spring 2001

233 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? **{S/M/A}** 4 credits
Elizabeth V. Spelman, Spring 2000
Nalini Bhushan, Fall 2000
Offered Spring 2000, Fall 2000

234 Philosophy and Human Nature: Theories of the Self
Topic: Philosophy of Mind
Does the fact that we are conscious show we are minds, or might consciousness be the by-product of functioning brains? Could you survive in another body? These and related questions will be examined using classical and contemporary sources. **{M}** 4 credits
Nalini Bhushan
Offered Fall 1999

236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology and pragmatics. **{N/M}** 4 credits
Jill de Villiers, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

237 19th-Century Philosophy
Topic: Nietzsche
An examination of Nietzsche's criticisms of such traditional concepts as reason, understanding and morality and his influence on later philosophy, especially existentialism. **{H/S}** 4 credits
Nalini Bhushan
Offered Fall 1999

245 Philosophy of Law: Property
The course assumes that the questions of jurisprudence cannot be understood without a thorough immersion in some area of the law. Legal topics to include the rights of possession and title, the various forms of interests in property, landlord and tenant. Philosophical topics to include the relation between law and morality, the nature of judicial decision. Legal topics to be taught as in law school. Not open to first-year students. **{M}** 4 credits
Malcolm B.E. Smith
Offered Fall 1999

250 Epistemology
Topic: To be announced. **{M}** 4 credits
To be announced
Offered Fall 2000

252 Buddhist Philosophy: Madhyamaka and Yogacara
This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogacara or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisite: one course in philosophy or Buddhist studies. **{H}** 4 credits
Jay Garfield
Offered Spring 2000

253j Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student "buddy" so as to get an inside view of Tibetan culture. Enrollment limited to 15 and requires application and acceptance by the H/5CIP. No prerequisites. (E) **{L/H/S/M}** 3 credits
Jay Garfield
Offered Interterm 1999–2000

255 Philosophy and Literature
Of late there has been talk of philosophy's being at an end or at least in need of transformation. In order to provide a measure of renewal, people are considering whether approaches taken and insights expressed in literature might enrich the study of philosophy. We will explore this issue through an examination of philosophical and literary treatments of friendship from different periods in the Western tradition, and of literary and philosophical reflections on human flourishing in the 20th century. We will also consider work by contemporary philosophers on the topic of what literature might have to contribute to the philosophical enterprise. Prerequisite: one course in philosophy or permission of the instructor. **{H}**
4 credits
Susan Levin
Offered Spring 2000

260 Theory of Interpretation
This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Nietzsche, Heidegger, Gadamer, Habermas and others. **{H}** 4 credits
Susan Levin
Offered Fall 1999

262 Meaning and Truth
An introduction to central topics in the philosophy of language. What is the relationship between thought, language and reality? Is it possible for each of us to possess a truly private language? Can the notions of truth and falsity apply to fictional language? What kinds of things do we do with words? We will explore some of the answers that philosophers like Frege, Russell, Strawson, Wittgenstein, Austin, Quine and Davidson have offered to these and other related questions. **{M}**
4 credits
Nalini Bhushan
Offered Fall 2000

304 Colloquium in Applied Ethics
4 credits

Topic: Philosophy and the Criminal Law
The definition and enforcement of the criminal law raises many philosophical issues, of which the course will take up at least these: How can any practice of criminal punishment be morally justified? Can capital punishment be justified? What moral limits are there to the constraints government may place upon individual autonomy; and what is the basis of any that there be? Should the criminal law learn from philosophy or vice versa? It is taught from the perspective of an experienced criminal defense attorney. **{S/M}**
Malcolm B.E. Smith
Offered Spring 2000

Topic: To be announced
Kathryn Pyne Addelson
Offered Spring 2001

305 Seminar: Topics in Feminist Theory
Feminist critics of Descartes have been concerned to expose the masculinist commitments of his theory of knowledge and to offer alternative accounts of the relation between the knower and the known. In this seminar we will read Descartes' work on the nature of mind, body, perception and knowledge, and will evaluate contemporary feminist and post-structuralist debates about the dimensions and status of what has come to be called

the "Cartesian Subject." **{S}** 4 credits
Meredith Michaels
Offered Fall 1999

310 Seminar: Recent and Contemporary Philosophy
Topic: Philosophy and Technology
How does technology shape and reflect our habitation of the world? By what criteria ought we to judge the effects of technology on the division of labor? the reach of the law? the meaning of art? the possibilities of communication, production and reproduction? How has technology affected our understanding of ourselves as creators, destroyers and fixers? **{S/M}** 4 credits
Elizabeth V. Spelman
Offered Fall 1999

324 Seminar in Ancient Philosophy
Topic: Conceptions of the Best Life
This seminar will explore the reflections of ancient philosophers on the topic of human flourishing. Questions to be addressed include: What role should reason and thought play in the best life for human beings? What value should be assigned to emotions and desires, and to interpersonal relationships? Can individuals flourish in isolation, or does the best life necessarily involve engagement in human communities? We will focus on the views expressed by Plato, Aristotle, Epicurus, Greek and Roman Stoics, and the ancient Skeptics. Recommended background: PHI 124 or the equivalent. **{H}** 4 credits
Susan Levin
Offered Spring 2000

330 Seminar in the History of Philosophy
4 credits

Topic: The Philosophy of Education
An examination of alternative perspectives on central topics concerning education: the meaning and value of education to the individual and society; the nature of learning and teaching; questions of educational content, curriculum and method; ethical issues in teaching; and problems of distributive justice regarding educational resources and opportunities. Readings will include selections from Plato, Locke, Rousseau, Dewey and other thinkers. **{H}**
Ernest Alleva
Offered Spring 2000

Topic: To be announced
{H}
Offered Fall 2000

331 Seminar: Belief, Knowledge and Perception
Is there a distinction between appearance and reality? How do we gain knowledge of objects and their properties? Are some items of knowledge more fundamental than others? What justifies our beliefs about ourselves, other people and objects in the external world? Are some properties of objects, say an object's shape and size, more fundamental than others, such as color, smell and taste? What is philosophically significant about perceptual illusions, mistakes and other "tricks" that our cognitive systems play on us? **{M}** 4 credits
Jay Garfield
Offered Fall 1999

334 Seminar: Mind
Topic: Consciousness and Personal Identity
What does it mean for a being to be conscious? What is the relation between consciousness, identity and our status as persons? We will examine contemporary works by philosophers of mind on these and related topics such as weakness of the will, self-deception, irrationality and multiple personality. **{S/M}** 4 credits
Nalini Bhushan, Spring 2000
Jay Garfield, Fall 2000
Offered Spring 2000, Fall 2000

362 Seminar: Philosophy of Language
A study of the basic concepts involved in language such as meaning, reference, truth, interpretation and conceptual systems. Does each language bring with it a distinct conceptual system? Could there be conceptual systems radically different from ours? Recommended: two intermediate philosophy courses. **{S/M}** 4 credits
Nalini Bhushan
Offered Spring 2001

Cross-listed Courses

COG 200 Introduction to Cognitive Science
See Interdepartmental and Extradepartmental Course Offerings.

MTH 217 Mathematical Structures

PPY 209 Philosophy and History of Psychology
See Interdepartmental and Extradepartmental Course Offerings.

PPY 213 Language Acquisition
See Interdepartmental and Extradepartmental Course Offerings.

REL 263 Philosophy of Religion

400 Special Studies
For senior majors, by arrangement with the department. 1 to 4 credits
Offered both semesters each year

408d Special Studies
For senior majors, by arrangement with the department. 8 credits
Full-year course; offered each year

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Ernest Alleva.

Requirements: 10 semester courses in Philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 245, 255); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 226, 230, 234, 250, 252); Language, Logic and Science (202, 203, 220, PPY 209, PPY 213, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of 10 semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers for the Minor: Members of the Department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following sequences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 213 are required. Any of the following may be counted toward the minor with permission of the instructor and the minor adviser: 220, 260, 310, 362, 334.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 210, 222, 224, 226, 233, 234, 235, 255, 260, REL 269, 304, 310, 324, 334.

Concentration 3: Philosophy, Feminism and Society

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 224, 235, 240, 304, 305. Courses

from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Director: Nalini Bhushan.

430d Thesis
8 credits
Year-long course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Year-long course; offered each year

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the Department.

580 Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 4 or 8 credits
Offered both semesters each year

580d Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics. 8 credits
Year-long course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Year-long course; offered each year

Physics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1]Malgorzata Zielinska-Pfabé, Ph.D.
Piotr Decowski, Ph.D., *Chair*

Associate Professors
*[1]Doreen A. Weinberger, Ph.D.
Nalini Easwar, Ph.D.

Assistant Professor
Nathanael A. Fortune, Ph.D.

Lecturer
Janet Van Blerkom, Ph.D.

Laboratory Supervisor
Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 and 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

105 Principles of Physics: Seven Ideas That Shook the Universe
This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for nonscience majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. **{N}** 4 credits
Malgorzata Zielinska-Pfabé
Offered 2001–2002

106 The Cosmic Onion: From Quantum World to the Universe
Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the universe and its relation to the subatomic physics. The course is designed for nonscience majors. It does not involve mathematical tools. Offered in alternate years. **{N}** 4 credits
Piotr Decowski
Offered Spring 2001

107 Musical Sound
This course for nonscience majors explores through lectures and laboratory demonstrations the physical basis of musical sound. Sample topics include string and air vibrations, perception of tone, auditorium acoustics, musical scales and intervals and the construction of musical instruments. Offered in alternate years. **{N}** 4 credits
Janet Van Blerkom
Offered Fall 1999

115 General Physics
The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one year of introductory calculus, which may be taken concurrently. Not open to seniors, except by permission of the instructor. **{N}** 5 credits
Nathanael A. Fortune
Offered both semesters each year

116 General Physics
A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. **{N}** 5 credits

Nalini Easwar, Fall 1999, Fall 2000
Janet Van Blerkom, Spring 2000, Spring 2001
Offered both semesters each year

210 Mathematical Methods of Physical Sciences and Engineering I
Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. **{N/M}** 4 credits
Malgorzata Zielinska-Pfabé
Offered Fall 1999, Fall 2000

211 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211 and 212 or permission of the instructor. **{N/M}** 4 credits
Malgorzata Zielinska-Pfabé
Offered Spring 2001

214 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 116 or the equivalent, 210 or permission of the instructor. **{N}** 4 credits
Doreen Weinberger
Offered Spring 2000, Spring 2001

220 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor. **{N}** 4 credits
Doreen Weinberger, Fall 1999
Malgorzata Zielinska-Pfabé, Fall 2000
Offered Fall 1999, Fall 2000

222 Relativity and Quantum Physics
The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits
Piotr Decowski
Offered Fall 1999, Fall 2000

224 Electronics
A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits
Nalini Easwar
Offered Spring 2000, Spring 2001

225 Physics Comes to Life
This laboratory course, intended for science majors and pre-health students, is composed of five modules with biomedical applications: (1) electronic instrumentation, (2) acoustics of speech, hearing and diagnostic ultrasound, (3) fiber optics and lasers, (4) magnetic fields and low temperature applications, (5) nuclear radiation. Each year three of the above modules (each approximately four weeks long) will be offered. Enrollment is limited to 15 students. Prerequisites: 115, 116 or permission of the instructor. **{N}** 4 credits
Piotr Decowski, Nalini Easwar, Nathanael Fortune, Spring 2000
Nalini Easwar, Janet Van Blerkom, Doreen Weinberger, Spring 2001
Offered Spring 2000, Spring 2001

299 Current Topics in Physics
The course consists of a sequence of lectures, followed by discussion, on diverse topics in physics. Speakers will include members of the class, as well as faculty members from Smith and other institutions. Prerequisite: one 200-level physics course, which may be taken concurrently. May be repeated once for credit. **{N}** 1 credit
Nathanael Fortune, Fall 1999
Malgorzata Zielinska-Pfabé, Fall 2000
Offered Fall 1999, Fall 2000

322 Nuclear and Particle Physics
Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Nucleons and mesons. Quarks, leptons and intermediate bosons. Prerequisites: 210, 214, 222. Offered in alternate years. **{N}** 4 credits
Piotr Decowski
Offered Fall 1999

332 Solid State Physics
The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in-depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment and application. Prerequisites: 210, 214, 222. Offered in alternate years. {N}
4 credits
Nathanael Fortune
Offered Fall 2000

340 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 210, 220, 222. {N} 4 credits
Doreen Weinberger
Offered Spring 2000, Spring 2001

348 Thermal Physics
Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. Offered in alternate years. {N} 4 credits
Malgorzata Zielinska-Pfabé
Offered Fall 1999

350 Advanced Physics Laboratory
The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least three credits are required to count as a course toward the major requirement. Prerequisites: 214, 220, 222. {N} 1 to 3 credits
Doreen Weinberger, Fall 1999
Piotr Decowski, Spring 2000, Fall 2000
Offered Fall 1999, Spring 2000, Fall 2000

400 Special Studies
By permission of the department, for students who have had at least four semester courses in intermediate physics. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

The following courses are required: 115, 116, 210, 211, 214, 220, 222, 224, 340 and one more 300-level physics course or AST 351, or AST 352. In addition, 299 and an informal machine shop course are required.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the Department.

The minor in physics consists of: 115, 116, 222 and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Martha Ackelsberg, Professor of Government
†[2]Richard Fantasia, Professor of Sociology
Karen Pfeifer, Professor of Economics
Thomas Riddell, Associate Professor of Economics, *Director*
Gregory White, Assistant Professor of Government
Andrew Zimbalist, Professor of Economics

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404 Special Studies
4 credits
Offered both semesters each year

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory

ECO 256 Marxian Political Economy
ECO 357 Growth and Crisis in the U.S. Economy
GOV 242 The Politics of International Economic Relations
GOV 263 Political Theory of the 19th and 20th Centuries
SOC 250 Theories of Society

2. History

ECO 208 European Economic Development
ECO 285 American Economic History: 1870–1990
GOV 244 Foreign Policy of the United States
SOC 318 Seminar: The Sociology of Popular Culture

3. Contemporary Applications

ECO 209 Comparative Economic Systems
ECO 222 Women's Labor and the Economy
ECO 224 Environmental Economics
ECO 230 Urban Economics
GOV 204 Urban Politics
GOV 254 Politics of the Global Environment
GOV 347 Seminar in International Politics: The Political Economy of Oil
SOC 212 Class and Society
SOC 213 Ethnic Minorities in America
SOC 216 Social Movements
SOC 218 Urban Sociology

4. Special Studies (PEC 404)

To be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the Advisory Board.

Psychology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1]Frances Cooper Volkmann, Ph.D.
Peter Benedict Pufall, Ph.D., *Chair*
Donald Baldwin Reutener, Jr., Ph.D.
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
Peter A. de Villiers, Ph.D.
*[2]Randy O. Frost, Ph.D.

Adjunct Professor
Maureen A. Mahoney, Ph.D.

Associate Professors
Fletcher A. Blanchard, Ph.D.
Philip K. Peake, Ph.D.
†[1]Mary Harrington, Ph.D.
Brenda Allen, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
** [2]Stefan R. Bodnarenko, Ph.D.
Ann C. Hennessey, Ph.D.
*[1]Patricia M. DiBartolo, Ph.D.
Suzanne J. LaFleur, Ph.D.
** [2]Bill E. Peterson, Ph.D.
Lauren Duncan, Ph.D.

Lecturers
Beth Powell, Ph.D.
David Palmer, Ph.D.
Joan Laird, A.C.S.W.
Gretchen Kambe

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.
Bernadette Czike

Introductory Courses

111 Introduction to Psychology
Students who have not taken a psychology course are advised to take this course surveying fundamental principles and findings in contemporary psychology. Students must section for discussion. Discussion sections are limited to 20. **{N} WI** 4 credits
Peter Pufall, Director
Peter de Villiers, Philip Peake, Peter Pufall
Offered Fall 1999, Fall 2000

112 Introduction to Research Methods
Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. **{N} WI** 4 credits
Ann Hennessey, Director, Fall
Suzanne LaFleur, Director, Spring
Ann Hennessey, Bill Peterson, Beth Powell, Fall 1999, Fall 2000
Lauren Duncan, Suzanne LaFleur, Randy Frost, Spring 2000, Spring 2001
Offered both semesters each year

113 Statistical Methods in Psychology
Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Lab size limited to 10 students. **{M}** 4 credits
David Palmer, Fall 1999, 2000
Philip Peake, Spring 2000, 2001
Offered both semesters each year

A. General Courses

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2000, Spring 2001

ESS 220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111 **{S}** 4 credits
Donald Siegel
Offered Spring 2001

266 Psychology and Women
Exploration of the existence, origins and implications of the behavioral similarities and differences between women and men and of the psychological realities of women's lives. Topics include gender role stereotypes and gender role development, power issues in the family, workplace, and politics and mental health and sexuality. Particular emphasis is given to the issue of diversity among women. Prerequisite: 112 or permission of the instructor. **{S/N}** 4 credits
Lauren Duncan
Offered Fall 1999, Fall 2000

267 Psychology of the Black Experience
Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of Black people and focuses on the themes, models and research currently being generated by psychologists attempting to redefine the study of the Black experience. **{S/N}** 4 credits
Brenda Allen
Offered Spring 2000, Spring 2001

268 Lesbian Identity and Experience
Perspectives on the psychological, social and cultural construction of lesbian identity and sexual orientation are examined. Themes include the lesbian in contemporary and historical context; sexual orientation as it intersects with gender, race, ethnicity and social class; identity politics vs. queer theory; bisexuality, transgenderism and transsexuality; lesbian identity development in adolescence and adulthood; issues of coming out; sexism; heterosexism and homophobia; lesbian and bisexual sex and intimacy; and lesbian coupling, family-building and parenting. The strengths and resiliencies of lesbians as well as the kinds of psychological and social problems that can develop in hostile and disaffirming contexts are examined. (E) **{S}** 4 credits
Joan Laird
Offered Fall 1999

303 Advanced Research Design and Statistical Analysis
A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113 or SSC 190, and 112 or permission of the instructor. Enrollment limited to 16. **{N/M}** 4 credits
Brenda Allen
Offered Fall 1999, Fall 2000

366 Seminar: Topics in the Psychology of Women
Topic: Women's Lives in Context. We will explore past and current theories and research about the psychology of women, with a focus on how women's experiences are shaped by their social contexts. Aspects of the social context considered in this class include race and ethnicity, social class, generation and sexual orientation. We will examine how aspects of the social context interact to affect women's psychology and life experiences in complicated ways. Prerequisites: PSY 112 and PSY 266. **{S/N}** 4 credits
Lauren Duncan
Offered Spring 2000, Spring 2001

B. Psychological Processes

COG 200 Introduction to Cognitive Science
Cognitive science is the umbrella uniting the scientific fields concerned centrally with the nature of the mind: philosophy of mind, cognitive psychology, linguistics, artificial intelligence, neuroscience. In this course students who are enrolled in courses in these fields, either concurrently or in the semester before this, will participate in a series of lectures and discussions with faculty to make connections and highlight disciplinary differences in approach. Pre- or co-requisite: either PHI 236, PHI 202, CSC 290, CSC 294, PSY 216, PSY 218, PPY 209, PPY 213, EDC 238, EDC 333. {N} 2 credits
Jill de Villiers (Psychology and Philosophy) and guest lecturers from the faculty
Offered Spring 2000, Spring 2001

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. {N} 4 credits
Jill de Villiers, Spring 2000
Peter de Villiers, Fall 2000
Offered Spring 2000, Fall 2000

216 Perception
Directed reading, discussion and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112 or permission of the instructor. Enrollment limited to 16. {N} 4 credits
Peter Pufall
Offered Spring 2000, Spring 2001

218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, concept formation, imagery, memory and decision making. Experiments conducted in several of these areas. Prerequisite: 112 or permission of the instructor. Enrollment limited to 16. {N} 4 credits
Gretchen Kambe, Fall 1999
Jill de Villiers, Fall 2000
Offered Fall 1999, Fall 2000

224 Learning and Behavior Change: Methods, Theory and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Prerequisite: 112 or permission of the instructor. Enrollment limited to 16. {N} 4 credits
David Palmer
Offered Fall 1999, Fall 2000

313 Seminar in Psycholinguistics
Topic: Language and Thought
The seminar members will read literature in child development, language development, anthropology and cognitive science that addresses the relationship of language and thought, considering questions such as the nature of concepts, the forms of thought, the role of language in cognitive development, and the status of the Sapir-Whorf hypothesis. {N} 4 credits
Jill de Villiers
Offered Spring 2001

314 Seminar in Foundations of Behavior
{N} 4 credits

On Having a Theory of Mind
This course will consider the role of representations of the contents of mental states—emotions, intentions, desires, beliefs, thoughts and knowledge—in predicting and explaining our own and others' behavior. We will discuss such questions as: Do we need to refer to such cognitions in explanations of behavior, or are they just mental fictions? How do children develop a theory of mind in the course of their social-cognitive development? Is there an innate, neural-based mechanism for representing these cognitions? Is such a mechanism damaged in autistic and other disordered children? Do non-human animals, especially primates, also develop a theory of mind?
Peter de Villiers
Offered Fall 1999

Health Psychology
This course will examine the psychological processes involved in promoting healthy behavior, preventing and treating medical conditions, and improving the health care system. Research in applied social psychology will be emphasized. Topics include health promotion, attitude and behavior change, prevention, stress and coping, the hospital setting, the patient-practitioner interaction, psychoimmunology, and management of pain and chronic illness. Permission of the instructor is required. Prerequisite: 210 or 270.
Suzanne LaFleur
Offered Fall 2000

C. Physiological Psychology

180 Introduction to Neuroscience
An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Discussions will leave you contemplating the neurobiology of consciousness itself! The material is presented at a level accessible for science as well as nonscience majors. This course has no prerequisites. **{N}** 4 credits
Stefan Bodnarenko
Offered Spring 2000, Spring 2001

211 Physiology of Behavior
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia and neurological disorders. Prerequisite: 180, an introductory BIO course, or permission of the instructor. **{N}** 4 credits
Beth Powell
Offered Fall 1999, Fall 2000

215 Brain States
An exploration of how states of consciousness arise from differential brain activity. Analysis of the role of biological rhythms, hormones, phases of the moon, and seasonal changes in neuromodulation. We will discuss primary journal articles. Associated writing assignments. Colloquium intended for sophomore and junior students with an interest in behavioral neuroscience. Enrollment limited to 20. Prerequisite: PSY 180. **{N}** 4 credits
Ann Hennessey and Mary Harrington
Offered Spring 2000, Spring 2001

222 Psychopharmacology
This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. **{N}** 4 credits
Beth Powell
Offered Spring 2000, Spring 2001

311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180 or 211, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to eight. **{N}** 4 credits
Stefan Bodnarenko
Offered Fall 1999, Fall 2000

312 Research Seminar in Behavioral Neuroscience
Topic: Behavioral Neuroendocrinology. An introduction to research techniques used to investigate neural mechanisms relevant for female reproductive behavior. Comprehension of neuroscience methodology will be cultivated by discussion of current behavioral neuroendocrinology research. Each student will generate an original research proposal as a culminating project for this course. Proposals will be written in drafts to allow for multiple feedback opportunities. Prerequisites: 112, 180 and/or permission of the instructor. **{N}**

4 credits
Ann Hennessey, Fall 1999
Mary Harrington, Fall 2000
Offered Fall 1999, Fall 2000

316 Seminar in Biopsychology
{N} 4 credits

The Developing Retina: From Molecules to Function
Long the object of experimental scrutiny, the vertebrate retina remains an ideal model for studies of neural organization and function. Group presentations and discussions will focus on recent advances in our understanding of the molecular, neuroanatomical, neurophysiological and behavioral processes that govern the development of the retina and vision. Prerequisites: 180 and permission of the instructor. Enrollment limited to 12. **{N}** 4 credits
Stefan Bodnarenko
Offered Spring 2000

Topic: To be announced
Mary Harrington
Offered Spring 2001

D. Developmental Psychology

Director of the Child Study Committee: Brenda Allen.

233 Child Development
A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art and play) from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. **{S/N}** 4 credits
Peter Pufall
Offered Spring 2000, Spring 2001

EDC 238 Educational Psychology
An examination of sport from a psychological perspective. Topics include the role of stress, motivation and personality in performance. Attention will also be given to perceptual, cognitive and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111. **{S}**
4 credits
Donald Siegel
Offered Spring 2001

243 Adult Development
The study of adult lives from life-span perspective, with special emphasis on the lives of women as compared to men. Topics include psychological theories of the life-cycle, adolescent identity formation, longitudinal and biographical approaches, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of age. **{S/N}** 4 credits
Bill Peterson
Offered Spring 2000

245 Culture and Human Development
Situating the study of human development in the context of culture has gained tremendous momentum over the past few decades. This course is designed to explore this movement. We will begin by addressing two major issues: (1) the problems associated with the delineation of the process of culture and (2) factors associated with why the psychological study of culture and human development in the United States has been hindered. The course will then shift focus to an in-depth exploration of how recent approaches to the psychological study of development have offered new insights into the relationship between socio-cultural contexts and human functioning. **{S/N}**
4 credits
Brenda Allen
Offered Spring 2000, Fall 2000

333 Seminar in Developmental Psychology
{N} 4 credits

Identity in Psychology, Fiction and Autobiography
How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for adolescent and adult identity theorists, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro.

Bill Peterson
Offered Fall 1999, Fall 2000

The Study of Lives
Concepts in personality and developmental psychology will be used to further our understanding of individual lives. The first part of the course focuses on psychobiography; in addition to methodological concerns we will read case studies and formal psychobiographies of historical figures. The second part of the course focuses on recent empirical work on personality continuity and shifts in motives over time. Prerequisite: 233 or 243 or permission of the instructor.
Bill Peterson
Offered Spring 2000

335 Experimental Study of the Behavior of Children
An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition and play. Gender differences in cognitive, perceptual and social development are explored in addition to the study of sex roles. Prerequisites: 112 and 233, or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
Peter Pufall
Offered Fall 1999, Fall 2000

340 Seminar in Gender and the Life Course
A seminar on the development of gender identity. Special attention will be given to critical reading of psychological theory and research on gender identification. Topics will include a comparative analysis of psychoanalytic, social-learning and cognitive-developmental theories. Recent work in feminist theory and the psychology of gender will be used as a counterpoint to classical formulations. **{S/N}** 4 credits
Maureen Mahoney
Offered Fall 1999

E. Clinical Psychology

EDC 239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits
Sue Freeman
Offered Fall 1999

252 Abnormal Psychology
A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. **{N}** 4 credits
Randy Frost
Offered Fall 1999, Spring 2001

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252 or 233. **{N}** 4 credits
Patricia DiBartolo
Offered Spring 2000, Spring 2001

254 Clinical Psychology
An overview of clinical psychology focusing on the settings, clients and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252. **{N}** 4 credits
Patricia DiBartolo
Offered Fall 2000

352 Seminar in Advanced Clinical Psychology
Topic: Child and Adolescent Anxiety Disorders
Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 252 or 254. Permission of the instructor required. **{N}** 4 credits
Patricia DiBartolo
Offered Spring 2000, Spring 2001

354 Seminar in Advanced Abnormal Psychology
Topic: Obsessive Compulsive Disorder
An in-depth study of one of the most prevalent forms of psychopathology. Discussion of the phenomenology, theory, research and treatment of obsessive compulsive disorder. In addition, the relationship of normal to abnormal obsessions and compulsions will be discussed. Prerequisite: 252 or 254. Permission of the instructor required. **{N}** 4 credits
Randy Frost
Offered Fall 1999, Spring 2001

358 Experimental Investigation in Clinical Psychology
An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders and depression. Prerequisites: 112 and 252 and permission of the instructor. **{N}** 4 credits
Randy Frost
Offered Spring 2000

F. Social and Personality Psychology

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior and social cognition. **{N}** 4 credits
Fletcher Blanchard
Offered Spring 2000, Spring 2001

271 Psychology of Personality
The study of the origin, development, structure and dynamics of personality from a variety of theoretical perspectives. **{N}** 4 credits
Philip Peake
Offered Fall 1999, Fall 2000

278 Behavior in Organizations
The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 20. Prerequisite: 270 or permission of the instructor. **{S/N}** 4 credits
Suzanne LaFleur
Offered Spring 2001

370 Seminar in Social Psychology 4 credits

Social Psychology of Leadership
A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 270, 271, or 278; 112 and 113 are strongly recommended. **{S/N}** 4 credits
Fletcher Blanchard
Offered Fall 1999, Fall 2000

Psychology of Political Activism
Political psychology is concerned with the psychological processes underlying political phenomena. This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theoretical and empirical work from psychology, sociology and political science. We will consider accounts of some large-scale social movements in the United States (e.g., Civil Rights Movement, Women's Movement). **{N}** 4 credits
Lauren Duncan
Offered Fall 1999, Fall 2000

371 Seminar in Personality
Topic: To be announced. **{N}** 4 credits
Offered Spring 2001

372 Experimental Study of Social Behavior
An introduction to methods of inquiry in social psychology, with emphasis on experimental approaches to research and on exploration of selected current research problems concerning social behavior. Prerequisites: 112 and either 270 or 271. Enrollment limited to 16. **{N}** 4 credits
Fletcher Blanchard
Offered Spring 2000, Spring 2001

378 Seminar: Behavior in Nonprofit Organizations
Participants will volunteer in groups of three or

four in local nonprofit organizations for approximately four hours per week. These organizations will be studied as cases as we apply social psychological frames of analysis to issues of leadership, management, financial control, challenges facing nonprofit organizations, and interactions among staff and between staff and volunteers. The course will emphasize both analysis of nonprofit organizations and reflection on participants' experiences of service learning. Prerequisite: 270, 278, or permission of the instructor. **{S}** 4 credits
Frances Volkmann
Offered Fall 1999

400 Special Studies
By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Fletcher Blanchard.

Basis: 112 and 113.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Normally, breadth is achieved by selecting one course in each of five of the curricular areas, A–F. Depth is achieved by selecting at least three courses in a subfield of psychology, as defined either by the curricular areas B–F or by a constellation of courses from more than one area that represents a focus important to the student and recognized by the department. One course in the area of depth must be a laboratory course or a seminar.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the Department.

Requirements: six semester courses including one of the two courses that comprise the basis for the major, and five additional courses selected from at least three of the six areas A–F. In addition, one of these five courses must be either a laboratory course or a seminar.

Honors

Director: Stefan Bodnarenko.

Basis: 112, 113 and one other semester course.

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431 for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of 10 required for the major. It is recommended that students elect a laboratory, seminar or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take PSY 303.

Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
Deborah Haas-Wilson, Professor of Economics

Advisers
Randall Bartlett, Professor of Economics
John Burk, Professor of Biological Sciences
H. Allen Curran, Professor of Geology

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207 Politics of Public Policy
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits
Marc Lendler
Offered Fall 1999

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media's representation of women. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 1999, Fall 2000

220 Public Policy Analysis
Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. **{S}** 4 credits
Randall Bartlett (Economics)
Offered Fall 2000

ECO 224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits
Mark Aldrich
Offered Spring 2001

250 Race and Public Policy in the United States
Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education, and affirmative action in employment. Recommended background: PPL 220a or a course in American government. **{S}** 4 credits
Randall Bartlett
Offered Fall 1999

GOV 254 Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The

focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Gregory White
Offered Fall 1999, Fall 2000

260 Global Change: Scientific Basis and Policy Challenges of Ozone Depletion and the Greenhouse Effect
An examination of human-induced changes in Earth's atmosphere, focusing on two topics, ozone depletion and the greenhouse effect, and stressing scientific understanding of the phenomena and their implications for public policy. Topics include the composition and structure of Earth's atmosphere; the chemistry of atmospheric ozone; the Antarctic ozone hole; policy responses, including the Montreal protocol; the greenhouse effect on Earth and on the planet Venus; evidence for increases in the concentration of carbon dioxide and other greenhouse gases; carbon dioxide and past climate variations; the debate about the causes and consequences of increasing carbon dioxide concentrations; possible policy responses; scientific and policy challenges of the 21st century. Prerequisites: GOV 207 or PPL 220 and an introductory science course or permission of the instructor. (E) **{S/N}** 4 credits
Richard White (Astronomy)
Offered Spring 2001

303 Seminar in Public Policy of Marine and Coastal Resources
A discussion of the nature and occurrence of biologic and mineral marine resources, coastal resources, the coastal environment, and analysis of associated public policy issues. Topics may include marine productivity and fisheries, mineral resources, law of the sea, the physical and biological nature of the coastal zone including estuaries and salt marshes, and strategies of coastal zone management. Case studies of selected areas and issues will be developed. Prerequisite: 220 or permission of the instructors. **{N}** 4 credits
Allen Curran (Geology), John Burk (Biology)
Offered Spring 2001

353 Seminar: U.S. Immigration and Refugee Policy
The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance, and legal aid. Focus on experiences of particular ethnic groups. Admission by permission of the instructor. **{S}** 4 credits
Peter Rose
Offered Spring 2001

390 Senior Public Policy Workshop
An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. **{S}** 4 credits
To be announced
Offered Spring 2000, Spring 2001

404 Special Studies
By permission of the director. 4 credits
Offered both semesters each year

The Minor

Director: Deborah Haas-Wilson, Professor of Economics.

Advisers: Randall Bartlett (Economics); John Burk (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses: GOV 207 or PPL 220; any two public policy electives; any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser); PPL 390.

Religion and Biblical Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
** [2]Thomas Sieger Derr, Jr., M.Div., Ph.D.
D. Dennis Hudson, Ph.D.
* [2]Karl Paul Donfried, Dr.Theol., *Chair*
*[1]Carol G. Zaleski, Ph.D.
Peter Gregory, Ph.D.

Associate Professor
Lois C. Dubin, Ph.D.

Assistant Professors
Keith Lewinstein, Ph.D. (History and Religion and Biblical Literature)
**[1,2]Vera Shevzov, M.Div., Ph.D.
Joel S. Kaminsky, Ph.D.

Yehan Numata Lecturer in Buddhist Studies
†[2]Jamie Hubbard, Ph.D.

Lecturers
Tayeb El-Hibri, Five College Lecturer in Arabic (at Smith College under the Five College Program)
Philip Zaleski, B.A.
J. Wesley Boyd, M.D., Ph.D.
Kathryn Greene-McCreight, Ph.D.
William E. McConville, Ph.D.

Associated Faculty
Elizabeth Shanks Alexander, Ph.D. (Jewish Studies)
Elizabeth E. Carr, Ph.D.
Edward Feld, M.H.L.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.

Language courses in Hebrew, Greek, Arabic, etc. are listed on pp. 324–325.

Courses at the 200 level are open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

100-Level Courses

101 Religion as a Human Experience
Diverse approaches to the study of religion. Interpretations by proponents and critics from philosophy, psychology, sociology, theology and literature. Readings from such writers as Berger, William James, Jung, C.S. Lewis, Tillich and Wiesel. Occasional films. **{H} WI** 4 credits
Carol Zaleski, Director
Members of the Department
Offered Spring 2000

105 Introduction to World Religions
Buddhism, Chinese religion, Christianity, Hinduism, Islam and Judaism. The spirit of each tradition as revealed in one of its classical texts. **{H} WI** 4 credits
Vera Shevzov, Director, Fall 1999
Lois Dubin, Director, Fall 2000
Members of the Department
Offered Fall 1999, Fall 2000

110 Colloquia: Thematic Studies in Religion
Directed discussion of themes and approaches to the study of religion. Priority will be given to first-year students. 4 credits

The Image and Body of Christ, East and West
The study of Christianity through two of its primary symbols of "sacred presence"—the eucharist and the icon—from the early church to modern times. Changing functions and interpretations of these symbols; rituals surrounding them; historical and

liturgical context; conflict and controversies regarding their use. Readings include prayers and sermons; saints' lives; accounts of pilgrims and mystics; polemical and theological treatises. Occasional films and slides. **{H}**
Vera Shevzov
Offered 2001–2002

Christian Spirituality
An introduction to Christian spirituality through primary source readings on significant religious personalities of the past and present. Consideration to turning points in their lives and the relation of interior life to creative action in the world. Readings in Catherine of Siena, Julian of Norwich, Teresa of Avila, Pierre Teilhard de Chardin, Simone Weil, Thomas Merton, Dorothy Day, Rigoberta Menchu and Zora Neale Hurston. **{H}**
Elizabeth Carr
Offered Spring 2000, Fall 2000

Catholicism in the Third Millennium
A critical exploration of recent Roman Catholic theological, biblical and papal pronouncements, including The Splendor of Truth, As the Third Millennium Draws Near and The Interpretation of the Bible in the Church; their intended impact on Catholic identity, ecumenical dialogue (especially with Orthodox Christianity), and the philosophies of subjectivism, rationalism and relativism; their representation of John Paul II as visionary, philosopher and moral leader. **{H}**
To be announced
Offered Spring 2001

Politics of Enlightenment
Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks' war in Vietnam, and Western Buddhism. **{H}**
Jamie Hubbard
Offered 2001–2002

Renewal and Invention in Contemporary Judaism
The interplay of tradition, modernity and postmodernism in Judaism from the 1960s to the present. Constructions of Judaism and Jewish identity by American and Israeli men and women, with attention to issues of individual and community, self-expression and authority, and revival and invention. Topics include ritual practice, spirituality, the appeal of mysticism, feminism, community and politics. Readings drawn from autobiographies, novels and newspapers as well as scholarly works; occasional films. **{H}**
Lois Dubin
Offered Spring 2000

Conversion
The phenomenology of religious conversion—change of heart, change of mind, change of affiliation, metanoia and recovery—in comparative perspective. Reading William James and other psychologists and philosophers of religion who have analyzed conversion experience; and firsthand narratives representing a variety of cultures and religious traditions, including the conversion accounts of St. Augustine, Black Elk, al-Ghazali, Shinran, Jonathan Edwards and Bill W. (co-founder of Alcoholics Anonymous), among others. **{H}**
Carol Zaleski
Offered 2001–2002

People of the Story
Explores certain narrative themes found in the Hebrew Bible in order to see how later Jewish storytellers from the hellenistic and rabbinic periods to modern Jewish novelists and filmmakers continue to utilize these same themes in new ways. Reveals how Jewish writers communicate complex theological ideas in highly accessible forms. **{L/A}**
Joel Kaminsky
Offered Spring 2000

Jewish Thought after the Holocaust
The Holocaust is a major trauma at the heart of Jewish life. Contemporary Jewish theology, ethics, literature and culture all seek to respond to these events. We will examine seminal philosophical, fictional and poetic texts, as well as film, to uncover the variety of responses contemporary Jewry has articulated in relationship to the Holocaust. This course is recommended for upper-class students as well as first-year students. **{H/L}**
Edward Feld
Offered Spring 2001

200-Level Courses

No prerequisites unless specified.

201 Colloquium: Approaches to the Study of Religion
An introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of one particular religious phenomenon. Some potential topics are: Sacrifice, Fundamentalism, Pilgrimage, Asceticism. (E) **{H/S}** 4 credits
Joel Kaminsky and Carol Zaleski
Offered Spring 2001

210 Introduction to the Bible I
The Hebrew Scriptures ("Old Testament").
A survey of the Hebrew Bible and the historical and cultural context in which it flourished. Critical reading and discussion of its narrative components as well as an introduction to the prophetic corpus and selections from the wisdom literature. **{H/L}** 4 credits
Joel Kaminsky
Offered Fall 1999, Fall 2000

211 Wisdom Literature and Other Books from the Writings
Critical reading and discussion of Wisdom texts in the Hebrew Bible and Apocrypha (*Job,* selected Psalms, *Proverbs, Ecclesiastes*, *Sirach*, *Wisdom of Solomon*, etc.) as well as attention to some of the shorter narrative and poetic texts that one finds in the Writings such as *Ruth, Esther* and *Song of Songs*. **{L}** 4 credits
Joel Kaminsky
Offered Spring 2001

213 Prophecy in Ancient Israel
A survey of the institution of prophecy and the individuals who functioned as prophets in the Hebrew Bible. Emphasis on the following issues: What types of people became prophets? What did prophets speak about? What role did prophets play in society? Did prophets deliver different, or even conflicting, messages? Can one tell a true from a false prophet? **{H/L}** 4 credits
Joel Kaminsky
Offered Spring 2000

220 Introduction to the Bible II
The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. Occasional films. **{H/L}** 4 credits
Karl Donfried
Offered Spring 2000, Spring 2001

222 Archaeology at Qumran: The Dead Sea Scrolls, Judaism and Christianity
An exploration of the archaeological excavations at Qumran and an examination of the writings found at the site, commonly referred to as the Dead Sea Scrolls, for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they provide about Judaism, the origins of Christianity and the interaction of the two. Occasional films. **{H/L}** 4 credits
Karl Donfried
Offered Spring 2001

JUD 224 Women in Rabbinic Literature
Ancient rabbinic Judaism imagined sexuality as a potent creative force. How did this positive embrace of sexuality affect the place accorded women in rabbinic society? Was female sexuality different from male sexuality? Did women interfere with the rabbis' religious life, or did they enhance it? Rabbinic constructions of women in literary and legal contexts. Attention to differences between the religious lives of women and men, control and protection of female sexuality, the economics of women's labor, and the distinctive features of rabbinic discourse. **{L}** 4 credits
Elizabeth Shanks Alexander
Offered Spring 2000, Spring 2001

230 Christianity and Culture I (30–1100)
The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such

factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of medieval Christianity. Occasional films. **{H/L}** 4 credits
Karl Donfried
Offered Fall 1999

231 The Spirit of Eastern Christianity
A survey of the history, theology and spirituality of Eastern Orthodoxy, with special emphasis on its tradition in Byzantium and Russia, and on its points of tension with western Christian thought. Particular attention to icons. Theological, mystical, liturgical and polemical texts. Occasional films and slides. **{H}** 4 credits
Vera Shevzov
Offered Fall 2000

232 Christianity and Culture II (1000–1800)
A survey of Christian thought and popular religious practices in the West from the later Middle Ages through the Protestant and Catholic reformations and into the Enlightenment. Shifting understandings of God, self and redemption; diverse images of Jesus and Mary. Religious experience and the question of religious authority. Theological, philosophical, mystical and devotional texts. Occasional films, slides, music. **{H/L}** 4 credits
Vera Shevzov
Offered Fall 2000

JUD 233 Law and Religion in Judaism
Jewish law has provided a primary framework for relating to God from biblical to modern times. Jews throughout the ages have asked: How does law mediate between humans and God? Why adhere to laws that appear to have no basis in reason? Should the law be understood as universal, or particularistic? Analysis of classic legal sources and a survey of medieval and modern responses to them. Readings from biblical law, rabbinic literature, medieval philosophy, and modern theology. (E) **{L/H}** 4 credits
Elizabeth Shanks Alexander
Offered Spring 2000

JUD 234 Introduction to Rabbinic Literature
Through an elaborate dialogue with its biblical antecedents, rabbinic literature has shaped the values, rituals and theology of Judaism as it is practiced by Jews around the world today. This course introduces students to the foundations of classical Rabbinic Judaism through a close reading of sacred texts from the Rabbinic period. Focus on the primary values of rabbinic culture: study, commanded-ness and legal innovation. We will also explore the rabbinic reshaping of the biblical myths of creation and revelation. Attention to gaining competence and mastery in reading a variety of rabbinic genres: biblical interpretation *(midrash)*, legal codes *(mishnah)*, and legal commentary *(gemara)*. **{L}** 4 credits
Elizabeth Shanks Alexander
Offered Fall 2000

235 Jewish Spirituality: Philosophers and Mystics
The rise of Jewish philosophy and mysticism *(Kabbalah)*, and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice, and communal politics. Readings from Maimonides, the *Zohar* and other major works, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits
Lois Dubin
Offered Spring 2000, Spring 2001

236 Jews and Judaism in the Modern World
A survey of Jewish thought, experience and popular movements from the 16th to the 20th centuries. Topics include the ongoing traditions of Jewish philosophy and mysticism; the development of Reform, Conservative, Orthodox and Reconstructionist denominations; diverse Jewish responses to the modern nation-state, America, the Holocaust and feminism; changing identities of Jews as outsiders and insiders in modern societies. **{H}** 4 credits
Lois Dubin
Offered Fall 1999, Fall 2000

238 Catholicism in America
Explores the relationship between Christianity and American culture by focusing on the question: How can one be both a Catholic and an American? This question is probed historically and thematically. The history of Catholicism in the United States is examined, beginning with the Spanish and

French missionaries and concluding with the dramatic changes and controversies of the post–Vatican II church. The role of figures such as Orestes Brownson, John Ireland, Dorothy Day, Thomas Merton, John Courtney Murray and Flannery O'Connor, whose lives and work illumine the interplay between Catholicism and various aspects of American life, is highlighted. (E) **{H}** 4 credits
William McConville
Offered Fall 1999

240 Contemporary Christian Thought
A survey of prominent Western and Eastern Christian thinkers from the Enlightenment to contemporary times. Particular attention to the diverse formulations of the Christian story in response to influential modern and postmodern social, political and cultural developments, as well as to issues in inter-Christian dialogue. **{H}** 4 credits
Kathryn Greene-McCreight
Offered Spring 2000

244 Feminist Reconstructions of Christian Doctrine
An introduction to traditional formulations of basic Christian doctrines and to some of their "reimaginings" offered by Christian feminist scholars. We will attempt to evaluate the extent to which such reconstructions resemble their traditional analogues, and to examine the assumptions about the very nature of doctrine and Christian confession on which such reformulations are built. Are the reconstructed doctrines telling the same story as the traditional doctrines were articulated to express? If not, why and with what results? What are the gains and losses of the feminist reconstructions of Christian doctrine? (E) **{H}** 4 credits
Kathryn Greene-McCreight
Offered Spring 2000, Spring 2001

245 Religion and Literature
Explores the implicit and explicit religious themes that are found in works of literature from a variety of genres. Special attention will be paid to issues of "world construction" and narrative, as well as the problematic distinction between fact and fiction. Readings will include works by Dostoevsky, Zora Neale Hurston, Malcolm X, Flannery O'Connor, Peter Shaffer and others. **{H}** 4 credits
J. Wesley Boyd
Offered Fall 2000

250 Social Ethics I
Religious and other bases for social ethics. Natural law and situational morality; love, justice and punishment; sexuality, marriage and divorce; population control; death and dying; abortion, genetic control and other topics in medical practice; race relations and affirmative action. **{H/S}** 4 credits
Thomas Derr
Offered Fall 1999, Fall 2000

251 Social Ethics II
The bearing of ethics on the understanding of the state, the economic order, and international affairs. Power, violence and vengeance; revolution and order; civil disobedience; human rights; development and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. **{H/S}** 4 credits
Thomas Derr
Offered Spring 2000

260 Psychology of Religion
The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology. Readings from James, Freud, Jung, Erikson, Lifton and others. **{H/S}** 4 credits
J. Wesley Boyd
Offered Spring 2000

263 Philosophy of Religion
The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. **{H}** 4 credits
Carol Zaleski
Offered Fall 2000

270 Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500
An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita and others. **{H}** 4 credits
Dennis Hudson
Offered Fall 1999, Fall 2000

271 Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present
An introduction to the religious thought of Sankara, Ramanuja and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna and others. **{H}** 4 credits
Dennis Hudson
Offered Spring 2001

272 Buddhist Thought
Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time and enlightenment as revealed in a careful reading of two major Mahayana texts. **{H}** 4 credits
Peter Gregory
Offered Fall 1999, Fall 2000

273 Colloquium in East Asian Religions
Topic: Taoism. Careful reading and analysis of the two classical Taoist texts, Lao-tzu and the Chuang-tzu (in English translation). Examination of the development of Taoism as religion in China. **{H}** 4 credits
Peter Gregory
Offered Spring 2001

274 The Making of Muhammad
The career of the Prophet Muhammad as represented in Muslim literature of the classical and modern periods. Topics include Muhammad as a historical problem, the function of sacred biography, diverse religious constructions of the Prophet (lawgiver, mystic, philosopher-king), and the use of the Prophet as spokesman for religious and political reform in 20th-century Muslim biographies. Attention also to the veneration of Muhammad in popular Muslim piety, and to the various traditions of European writing on his life. **{H}** 4 credits
Keith Lewinstein
Offered 2001–2002

275 The Islamic Tradition
The Islamic religious tradition from its beginnings in seventh-century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred Law, ritual, sectarianism, mysticism, dogmatic theology, and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits
Keith Lewinstein
Offered Spring 2000, Spring 2001

276 Native American Religions
An introduction to the religious traditions of the indigenous peoples of North America. Topics include life cycle, rituals, pilgrimage, myth, symbol, oral tradition, women's roles, healing practices, new religious movements, connections with other world religions, and the contemporary situation. Enrollment limited to 35. **{H}** 4 credits
Philip Zaleski
Offered Fall 1999, Fall 2000

278 Religion and Politics in Islam
The relationship between authority and power in the Islamic world from the seventh century to the present day. How has religious authority been used to legitimize and (in some cases) delegitimize political power? What is the historical context of today's Muslim activism? Does the tradition of Muslim political thought lend itself more easily to active struggle against injustice or quiet acceptance? In what ways does the classical tradition resonate with contemporary Muslim thinkers? Attention both to theoretical writings and to particular cases (e.g., the Islamic revolution in Iran; Muslim activism in modern Egypt). **{H}** 4 credits
Keith Lewinstein
Offered Fall 1999, Fall 2000

279 Colloquium in Buddhist Studies
Topic: Buddhist Meditation
Explores the classical and contemporary forms of Buddhist meditation theory and practice. Traditional Theravadan, Zen and Tantric systems and their modern American incarnations. **{H}** 4 credits
Peter Gregory
Offered Spring 2000

280 Japanese Buddhism
The development of Japanese Buddhist thought and institutions from earliest times to the present, their relationship to the state, and the diffusion of Buddhist values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). **{H}** 4 credits
Jamie Hubbard
Offered Fall 1999

283 Buddhist Mythology
Discusses some paradigmatic Buddhist myths as a way of exploring a wide range of themes related to the practice and development of Buddhism as a religion. The life of the Buddha, the bodhisattva ideal, pilgrimage, gender roles, other-worldly journeys, mortuary ritual, etc. **{H}** 4 credits
Peter Gregory
Offered Spring 2001

300-Level Courses

Prerequisites as specified.

313 Seminar: Hebrew Bible
Topic: The Biblical Concept of Israel's Chosenness
Advanced readings, critical discussions and research into limited parts of the Hebrew Bible. The course will involve close readings of a single biblical book or of a small corpus of books or related passages that are linked either literally or thematically. Prerequisite: REL 210, 220 or permission of the instructor. **{H/L}** 4 credits
Joel Kaminsky
Offered Fall 2000

320 Seminar: New Testament
Topic: Paul and the Dead Sea Scrolls
An examination of the letters of Paul and the writings from Qumran for the purpose of understanding the beliefs and practices of the religious communities that produced both as well as for the new knowledge they provide about Judaism, the origins of Christianity and the interaction of the two. Prerequisite: either FYS 111, REL 210, 213, 220, 230 or permission of the instructor. **{H/L}** 4 credits
Karl Donfried
Offered Spring 2000

335 Seminar: Problems in Jewish Religion and Culture
Topic: Women, Feminism and Spirituality
A critical examination of a variety of contemporary Jewish women's approaches to the study and practice of Torah. Women's new roles as interpreters and scholars, with particular attention to Bible, midrashic commentary, liturgy and ritual. How do women negotiate traditional genres as they express new concerns? Tensions between continuity and innovation, and between inclusion and transformation. Prerequisite: either REL 235, REL 236, a course in Jewish Studies, or permission of the instructor. **{H/L}** 4 credits
Lois Dubin
Offered Spring 2001

336 Seminar: Topics in Christianity and Culture
Topic: Russian Religious Thought and Spirituality
An exploration of leading trends and thinkers in 19th- and 20th-century Russian Orthodoxy. Topics include Church and State; the role of the elder or starets; women's monasticism; icons; A. Khomiakov and the concept of *sobornost*; V. Soloviev; L. Tolstoy; S. Bulgakov and Sophiology; P. Florensky; the Church during the Revolution and its aftermath. Readings of primary sources in translation. **{H}** 4 credits
Vera Shevzov
Offered Fall 1999

353 Seminar: Medical Ethics
The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues. **{H/S}** 4 credits
Thomas Derr
Offered Fall 1999, Fall 2000

354 Seminar: Business Ethics
Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. **{H/S}** 4 credits
Thomas Derr
Offered Spring 2000

360 Seminar: Topics in the Philosophy of Religion
Topic: William James
The intellectual journey of the great American philosopher, focusing on religious themes in his life and thought. Readings include *The Will to Believe, The Varieties of Religious Experience, Pragmatism, A Pluralistic Universe, The Principles of Psychology* and various occasional writings. Examines the key intellectual and spiritual influences on James, his habits of mind, intellectual passions, and role as a public philosopher. Evaluates his contributions to the study of religion and the current state of critical opinion regarding his thought. Prerequisite: 263 or permission of the instructor. **{H}** 4 credits
Carol Zaleski
Offered Spring 2001

370 Seminar: South Asian Religious Literature in Translation
The values, world views, and modes of thought of major religious cultures in the Indian subcontinent as expressed through their literatures in translation. Texts will be selected from epics, poems, mythologies, dramas, folktales, biographies, discourses, commentaries, and legal and ethical codes. Prerequisites: 105a and one of the following courses: 270a, 270b, 271a or the equivalent. **{H}** 4 credits
Dennis Hudson
Offered Spring 2001

372 Seminar: Problems in Buddhist Philosophy
Topic: The Life and Thought of Dogen
Explores the ways in which the treatment of some of the perduring problems in Buddhist philosophy is shaped by their historical context, by examining the life and thought of the medieval Japanese Zen thinker Dogen (1200–1253). **{H}** 4 credits
Peter Gregory
Offered Spring 2000

373 Colloquium: Religion and Theatre in Southeast Asia
An introductory exploration of oral and written texts, performance practices and traditions, and their relation to rites and beliefs prevalent in selected cultures in Southeast Asia. Shamans, shadow puppets, trance, the *dalang*, masked dance performances, court and village spectacles and the indigenous assimilations of the *Mahabharata, Ramayana* will be examined. Students will explore specific performance styles, questions of intercultural practice, contemporary international staging of the epic texts along with independent research and performance training. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits
Dennis Hudson, John Hellweg (Theatre)
Offered Fall 1999

400 Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits
Full-year course; offered each year

Language Courses

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Classical Hebrew
Introduction to the Hebrew language through systematic study of the grammar fundamental to all forms of Hebrew (classical and modern), and readings from the Hebrew Bible in the original. Regular written assignments and quizzes. Open to those with no knowledge of Hebrew; also to those

who know some Hebrew but who wish to improve their skills in reading and grammar. **{F}** 8 credits
Full-year course; offered 2001–2002

ARA 100d Elementary Arabic
This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary. **{F}** 8 credits
Tayeb El-Hibri
Full-year course; offered Fall 1999, Spring 2000

ARA 283 Intermediate Arabic I
This course expands the scope of the communicative approaches, as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and expands one's writing skills. (E) **{F}** 4 credits
Tayeb El-Hibri
Offered Fall 2000

ARA 284 Intermediate Arabic II
Continued conversation at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283 or the equivalent, or permission of the instructor. (E) **{F}** 4 credits
Tayeb El-Hibri
Offered Spring 2001

285 Hebrew Religious Texts
Reading and discussion of selections from classical and modern Hebrew literature in the original. Themes of prayer, ritual, ethics and politics examined in different genres, such as the Bible, *midrash*, liturgy, and medieval and modern poetry. Works by authors such as Maimonides, Judah Halevi and Yehudah Amichai. Open to students who have taken elementary Hebrew, or with permission of the instructor. **{L/F}** 4 credits
Lois Dubin
Offered Fall 2000

287 Greek Religious Texts
Reading and discussion of New Testament texts in the original. Prerequisite: GRK 100d or the equivalent. **{L/F}** 4 credits
Karl Donfried
Offered 2001–2002

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the classics department will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287). Similar arrangements can be made for other languages (e.g., Arabic, Chinese, Sanskrit).

The Major

Advisers: Elizabeth Shanks Alexander, Thomas Derr, Karl Donfried, Lois Dubin, Peter Gregory, Jamie Hubbard, Dennis Hudson, Joel Kaminsky, Vera Shevzov, Carol Zaleski.

Adviser for Off-Campus Study: Jamie Hubbard.

Requirements for majors in classes 2000, 2001, 2002:
Twelve semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.

2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 240, 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275
3. Every major must take at least one seminar originating in the department.
4. Courses counting toward the major may not be taken S/U.

Requirements for majors beginning with the class of 2003:

Twelve semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements. No course may be counted twice toward the fulfillment of the requirements.

1. Breadth. Fulfilled normally by taking two courses: a 200-level course in a monotheistic tradition and a 200-level course in a non-monotheistic tradition. 105 (Introduction to World Religions) may be taken in place of one of these two courses.
2. Depth. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 280
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275
3. Every major must take 201 (Approaches to the Study of Religion).
4. Every major must take at least one seminar originating in the department.
5. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Same as for the major.

Requirements for minors in classes 2000, 2001, 2002:

Five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).
2. Four other courses drawn from at least three of the following four groups:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 101, 240, 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275
3. Courses counting toward the minor may not be taken S/U.

Requirements for minors beginning with the class of 2003:

1. Five semester courses. At least one course must be drawn from each of the following four groups. No course may be counted twice toward the fulfillment of the requirements.
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275
2. Courses counting toward the minor may not be taken S/U.

Honors

Director: Jamie Hubbard.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

Graduate

Adviser: Jamie Hubbard.

580 Advanced Studies
4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1]Maria Nemcová Banerjee, Ph.D.
Alexander Woronzoff-Dashkoff, Ph.D., *Chair, 1999–2000*

Lecturer
Catherine Woronzoff-Dashkoff, A.B.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian
Four class hours and laboratory. **{F}** 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; offered each year

220d Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. **{F}** 8 credits
Catherine Woronzoff-Dashkoff, Fall
Alexander Woronzoff-Dashkoff, Spring
Full-year course; offered each year

331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. **{F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Fall 1999, Fall 2000

332 Advanced Russian
A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. **{F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2000, Spring 2001

338 Studies in Language and Literature
Advanced study of a major Russian literary text. **{L/F}** 4 credits

Topic: Readings of Pushkin
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Fall 1999

***Topic: Bulgakov's* Master *and* Margarita**
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor. **{L/F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2000

***Topic: Tolstoy's* Anna Karenina**
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Spring 2001

Literature

126 Readings in 19th-Century Russian Literature
Topic: Alienation and the Search for Identity. A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political and ideological context of the works considered. Authors treated include

Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky and Chekhov. In translation. **{L}** 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 1999, Fall 2000

127 Readings in 20th-Century Russian Literature
Topic: Literature and Revolution
The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. **{L}** 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2000

234 Tolstoy
In translation. **{L}** 4 credits
To be announced
Offered Fall 2000

235 Dostoevsky
A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. **{L}** 4 credits
To be announced
Offered Spring 2000

236 Russian Drama
Study of the masterpieces of the Russian theatre from the beginnings to recent years, with emphasis on Gogol, Ostrovsky, Chekhov, Bulgakov and some recent works. In translation. **{L}** 4 credits
To be announced
Offered Fall 2000

237 The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*
Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. **{L} WI** 4 credits
Maria Banerjee
Offered Spring 2001

239 Major Russian Writers
Topic: Women's Memoirs and Autobiographical Writings in Russia
A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. Authors to include Catherine Dashkova (woman of letters), Nadezhda Durova ("cavalry maiden"), Sofia Kovalevskaia (mathematician), Marina Tsvetaeva (poet), Aleksandra Kollontai (radical feminist), Nadezhda Mandelshtam (thinker and writer). (E) **{L}** 4 credits
Offered: to be determined

340 Seminar: Russian Thought
Topic: The Question of Russian Identity: Slavophiles and Westernizers
Conducted in English. Prerequisites: two semesters of Russian history and two semesters of Russian literature and/or permission of the instructor. 4 credits
Offered: to be determined

346 Seminar: Pushkin and His Age
Readings in Russian. Prerequisites: three years of Russian or the equivalent, and permission of the instructor. **{L/F}** 4 credits
Offered: to be determined

Cross-listed Courses

CLT 223 Forms of Autobiography
Topic: Women's Autobiographies in Russia and the West
A study of women's autobiographies from the 18th to the 20th century. The course will examine the historical and cultural contexts as well as issues of gender, class, race, disguise, etc. Works by Ekaterina Dashkova, Nadezhda Durova, Virginia Woolf, Marina Tsvetaeva, Maxine Hong Kingston and Maya Angelou. **{L/H}**
Alexander Woronzoff-Dashkoff (Russian Language and Literature)
Offered Fall 1999

CLT 305 The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of

humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities*, and Kundera's *The Joke*, *The Farewell Party* and *The Unbearable Lightness of Being*.
Maria Banerjee
Offered Spring 2001

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: GLT 291. **{L} WI** 4 credits
Maria Banerjee (Russian Language and Literature), Director
Lecture and Discussion
Maria Banerjee (Russian Language and Literature)
Robert Hosmer (English Language and Literature)
Offered Spring 2000, Spring 2001

404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits
Full-year course; offered each year

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the Department.

Basis: 220d, 126 and 127.

Required courses: 331 and 332 and 338 or 338 and two of the following: 234, 235, 236, 237, 239, CLT 223, CLT 305, GLT 292.

One required seminar: 340, 346, HST 340, REL 336.

Strongly recommended: HST 239, HST 240 and HST 293.

Russian Civilization

Advisers: Members of the Department.

Basis: 220d.

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 239, CLT 223, CLT 305, GLT 292 and three of the following: ECO 209, GOV 222, HST 239, HST 240, HST 247, HST 293, REL 231.

One required seminar: 340, 346, HST 340, REL 336.

Strongly recommended: 338.

Honors

Director: Alexander Woronzoff-Dashkoff.

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

Visiting faculty and some lecturers are generally appointed for a limited term.

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major usually are numbered 111 (and 112 if they continue into a second semester). Chemistry and physics offer basis courses for students with differing backgrounds. Hence, beginning students may choose between two sections of CHM 111 and between two sections of PHY 115 (and 116). Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 102 Sky I: Time
AST 103 Sky II: Telescopes
AST 110 Exploring the Universe
AST 215 History of Astronomy

BIO 102 Human Genetics
BIO 105 "Animals Without Backbones": Invertebrates and Human Society
BIO 111 Introduction to Biology
BIO 202 Horticulture
BIO 203 Horticulture Laboratory
BIO 204 Horticulture
BIO 205 Horticulture Laboratory

CHM 100 The World Around Us
CHM 111 Chemistry I: General Chemistry

CSC 111 Computer Science

GEO 105 Natural Disasters: Understanding and Coping
GEO 108 Oceanography
GEO 109 The Environment
GEO 111 Introduction to Earth Processes and History
FYS 134 Geology in the Field

IDP 208 Women's Medical Issues

PHY 105 Principles of Physics: Seven Ideas That Shook the Universe
PHY 106 The Cosmic Onion: From Quantum World to the Universe
PHY 107 Musical Sound
PHY 115 General Physics I
PHY 116 General Physics II

PSY 111 Introduction to Psychology

Sociology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Peter Isaac Rose, Ph.D.
Myron Peretz Glazer, Ph.D.
†[2]Richard Fantasia, Ph.D.

Associate Professors
Patricia Y. Miller, Ph.D., *Chair*
** [2]Nancy Whittier, Ph.D.

Assistant Professors
Marc Steinberg, Ph.D.
Elizabeth Wheatley, Ph.D.

Instructor
Ginetta Candelario, M.A. (Sociology and Latin American Studies)

Lecturers
Alice Julier, M.A.
Kimberly Lyons

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101 Introduction to Sociology
For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format meeting. **{S}** 4 credits
Patricia Miller, Director
Ginetta Candelario, Myron Glazer, Patricia Miller, Marc Steinberg, Elizabeth Wheatley, Fall
Richard Fantasia, Nancy Whittier, Alice Julier, Kimberly Lyons, Spring
Offered both semesters each year

201 Evaluating Information
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits
Nancy Whittier, Fall 1999
Elizabeth Wheatley, Fall 2000
Offered Fall 1999, Fall 2000

202 Methods of Social Research
An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include questionnaire construction, sample design, data analysis, causation, and explanatory research. Prerequisite: 201. **{S/M}** 4 credits
Patricia Miller
Offered Spring 2000, Spring 2001

203 Qualitative Methods
An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical and political aspects of field work and participant-observation will be emphasized. Prerequisite: 201. **{S}** 4 credits
Myron Glazer
Offered Spring 2000, Spring 2001

210 Deviant Behavior
An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency, homosexuality and homophobia, and rebellion. **{S}** 4 credits
Patricia Miller
Offered Fall 1999, Fall 2000

211 Ethical Issues in Social Organizations
An analysis of unethical practices and abuses of power in government, business and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile and other industries. **{S}** 4 credits
Myron Glazer
Offered Spring 2000, Spring 2001

212 Class and Society
An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race, gender and sexuality in systems of social stratification. **{S}** 4 credits
Richard Fantasia, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

213 Ethnic Minorities in America
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. **{S}** 4 credits
Ginetta Candelario
Offered Spring 2000, Spring 2001

214 Sociology of Hispanic Caribbean Communities in the United States
This course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. **{S}** 4 credits
Ginetta Candelario
Offered Fall 2000

216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights and sexual identity movements. **{S}** 4 credits
Marc Steinberg
Offered Spring 2000, Spring 2001

218 Urban Sociology
A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. **{S}** 4 credits
Richard Fantasia, Fall 1999
To be announced, Fall 2000
Offered Fall 1999, Fall 2000

219 Medical Sociology
In this course, we will draw on sociological and inter-disciplinary frameworks to examine features of the production and distribution of medical care; the social relations of medical practice; the social construction of disease; and the experience of illness. In this process, we will consider medicine as a social institution and profession, as well as the wider social and economic relations that influence health and shape the experience of illness. Lectures and readings address the following themes: The Structural Organization of Medical Care; Professional Dominance, Medicalization and Social Control; Marxist Critiques of Capitalist Health Care; The Social Production of Disease; Challenging Medical Authority; Popular Epidemiology and the Politics of Risk; The Social Construction of Disease; Professionalization of Physicians; Interaction and Communication in Medical Practice; Culture/Experience/Illness. **{S}** 4 credits
Elizabeth Wheatley
Offered Fall 1999, Fall 2000

229 Sex and Gender in American Society
An examination of the ways in which the social system creates, maintains and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture and a number of institutional contexts, including the economy, politics and the family. **{S}** 4 credits

Nancy Whittier
Offered Fall 1999, Fall 2000

230 Sociology of Food and Eating
The sociology of food and eating has emerged as a significant area of sociological research. Since many of our social interactions occur around the material acts of producing and consuming food, there are theoretical and methodological questions raised by the relationship of food to structures of inequality, the enactment of cultural symbols, and the construction of social identities. Prerequisite: 101. (E) **{S}** 4 credits
Alice Julier
Offered Spring 2000

249 AIDS and Society
In this course we will draw on sociological and interdisciplinary frameworks to consider the social and political significance of AIDS as a local and global phenomenon. Our readings include perspectives from sociology, cultural studies, political economy, social history, anthropology, public health and literature. Readings encompass microscopic and macroscopic emphases and involve research conducted in the United States and abroad. Lectures and readings address the following themes: AIDS Research and the Social Construction of Knowledge, Public Health and the Politics of Prevention; AIDS in Cultural and Subcultural Contexts; Experiencing AIDS: Positions and Perspectives; AIDS Activism and Social Change; and the Politics and Ethics of AIDS Research. (E) **{S}** 4 credits
Elizabeth Wheatley
Offered Spring 2000, Spring 2001

250 Theories of Society
Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, social structure, group conflicts, and consequences of capitalism for modern industrial societies. **{S}** 4 credits
Marc Steinberg
Offered Fall 1999, Fall 2000

310 Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual
The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women's involvement in the anti-Apartheid struggle in South Africa, the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust. Women's memoirs will serve as a major source. Admission by permission of the instructor. **{S}** 4 credits
Myron Glazer
Offered Fall 1999, Fall 2000

311 Seminar: Contemporary Sociological Theory
A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based focusing on such issues as gender, race, power, class, self, postmodernity, culture, social change, ideology and consciousness, etc. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-Marxism, poststructuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor. **{S}** 4 credits
Marc Steinberg
Offered Spring 2000, Spring 2001

313 Seminar: America's People
Topic: Race, Ethnicity and the Challenge of Pluralism
Focus on the sociology of cultural identity and intergroup relations in the United States in the early and late decades of the 20th century. **{S}** 4 credits
Peter Rose
Offered Spring 2000

314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States
This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. In Spring 2000 this topic will be offered as a topic in LAS 301. 4 credits
Ginetta Candelario
Offered Spring 2001

315 The Body in Society
In this seminar we will draw on sociological and interdisciplinary perspectives to consider features of the social construction, regulation, control and experience of the body. Through diverse theoretical frameworks, we will view the body both as a product of discourses (such as medical knowledge and practice, media representations, and institutional regimens) and as an agent of social activities and interactions in daily life. We will consider the salience of bodies in constituting identities, relationships and differences; as bases for inequalities and forms of oppression; and as sites of resistance and struggles for change. **{S}** 4 credits
Elizabeth Wheatley
Offered Spring 2000, Spring 2001

318 Seminar: The Sociology of Popular Culture
An examination of the social character of taste and the sociology of consumption, production, marketing and design of various popular cultural forms, including fashion, music, sports and theme parks. Sociological and interdisciplinary approaches will be employed to consider debates over the nature of "mass culture," the construction of cultural hierarchies, "Americanization" and the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) **{S}** 4 credits
Richard Fantasia
Offered Fall 1999

323 Seminar: Gender and Social Change
Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self-help, anti-abortion and pro-choice movements. **{S}** 4 credits
Nancy Whittier
Offered Spring 2000, Fall 2000

Cross-listed and Interdepartmental Courses

LAS 201 Colloquium in Latin American and Latino Studies
Topic: Sociology of Hispanic Caribbean Communities in the United States
This course surveys social science research, literary texts and film media on Cuban, Dominican and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. **{S}** 4 credits
Ginetta Candelario
Offered Fall 1999

LAS 301 Seminar: Topics in Latin American Studies
Topic: Latina/o Racial Identities in the United States
This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimilated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. In Spring 2001 this topic will be offered as a topic in SOC 314. 4 credits
Ginetta Candelario
Offered Spring 2000

PPL 353 Seminar: U.S. Immigration and Refugee Policy
The changing character of U.S. immigration and refugee policy. Emphasis on the rhetoric of asylum, nativistic movements, restrictive practices, immigration laws, mutual assistance, and legal aid. Focus on experiences of particular ethnic groups. Admission by permission of the instructor. **{S}** 4 credits
Peter Rose
Offered Spring 2001

General Courses

404 Special Studies
By permission of the department, for junior and senior majors. 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Major in Sociology

Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: 10 semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either SOC 310, 311, 313, 315, 318, 323, 324, PPL 353. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Ginetta Candelario, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel-Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: 10 semester courses above the basis: SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier.

Basis: same as for the major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
4 or 8 credits
Full-year course; offered each year

Spanish and Portuguese

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
†[2]Charles Cutler, Ph.D.

Associate Professors
†[2]Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies), *Chair, 1999–2000*
Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies), *Chair, 2000–2001*

Assistant Professors
María Estela Harretche, Ph.D.
Reyes Lázaro, Ph.D.
*[1]Eric Graf, Ph.D.
Michelle Joffroy, Ph.D.

Instructor
Silvia Berger, M.A.

Lecturers
Nicomedes Suárez Araúz, Ph.D.
Phoebe Ann Porter, Ph.D.
Patricia González, Ph.D.
Ana López-Sánchez, M.A.

Teaching Assistant
Mercedes Valle

Research Associate
María Angeles Ordaz Romay

The department has three abbreviations for three broad areas of study: POR (Portuguese-speaking world), SPN (Spanish language and the literature of Spain) and SLL (the literature of Spanish America).

All courses are taught in *Spanish or Portuguese* unless otherwise indicated.

Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or SLL 260 or SLL 261 or permission of the instructor. A student may repeat a course when the topic is different.

Portuguese Language and Literature

Credit is not granted for the first semester only of a year-long language course.

POR 100d Elementary Portuguese
A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will include reading and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. **{F}** 8 credits
Charles Cutler
Full-year course; offered each year

POR 220 Literary Currents in the Portuguese-Speaking World
A study of major literary figures of the modern period from Brazil, Portugal and Portuguese-speaking Africa. Authors include Machado de Assis (Brazil), Fernando Pessoa (Portugal), Drummond de Andrade (Brazil), Clarice Lispector (Brazil), Luandino Vieira (Angola), Luis Bernardo Honwana (Mozambique), Mia Couto (Mozambique), the "Três Marias" (Portugal) and José Saramago (Portugal). Conducted in Portuguese. Prerequisite: POR 100d or its equivalent. **{L/F}** 4 credits
Charles Cutler
Offered Fall 1999, Fall 2000

POR 221 Literary Currents in the Portuguese-Speaking World
A continuation of POR 220. **{L/F}** 4 credits
To be announced
Offered Spring 2001

Spanish Language

Credit is not granted for the first semester only of a year-long language course.

Note: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the pass/fail option is normally not granted for language classes.

SPN 112d Accelerated Elementary Spanish
An accelerated introduction to Spanish based on the telecourse "Destinos." Five contact hours (three regular class hours and two discussion hours) plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Students completing this course will be prepared to go on to intermediate courses SPN 200 and SPN 220. Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. **{F}** 12 credits
Nicomedes Suárez Araúz, Director
Michelle Joffroy, María Estela Harretche, Ana López-Sánchez, Nicomedes Suárez Araúz, Fall 1999
Reyes Lázaro, María Estela Harretche, Nicomedes Suárez Araúz, Spring 2000, Spring 2001
María Estela Harretche, Nicomedes Suárez Araúz, Fall 2000
Full-year course; offered each year

SPN 120 Intermediate Spanish
An intensive low intermediate course. Five contact hours plus lab work at CFLAC. Students completing this course will be prepared to go on to SPN 220. Prerequisite: at least one year of elementary Spanish. Not open to students from SPN 112d, except with permission of the instructor. SPN 120 is designed to solidify the skills that students have acquired in basic language courses. All areas of language acquisition—reading, writing, listening and comprehension and oral proficiency—will be equally stressed. However, special attention will be given to grammatical structures and oral communication. **{F}** 5 credits
Ana López-Sánchez, Director
Patricia González, Ana López-Sánchez
Offered both semesters each year

SPN 125 Spanish for Heritage Speakers
This course is designed for the speaker of Spanish who has learned fluency and pronunciation at home but who lacks formal training in the language. Open to any "heritage" student, regardless of her current level of Spanish. It would include the following components: use of students' existing linguistic skills, reading from contemporary and classic texts from Spain and Latin America, a review of grammar from the perspective of a heritage speaker (syllabification, accentuation, comprehensive review of verb tenses), intensive writing (description, dialogue, exposition, critique, vocabulary enhancement), exposure to videos and recordings from Latin America and Spain, and commentary on contemporary issues relevant to Spanish speakers of the Americas. Enrollment limited to 20. **{F}** 4 credits
Michelle Joffroy
Offered Fall 1999, Fall 2000

SPN 200 Grammar, Composition and Reading
Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN 112d, 120 or the equivalent. **{F}** 4 credits
Ana López-Sánchez, Director

Silvia Berger, Phoebe Porter, Patricia González, Fall 1999
Nicomedes Suárez Araúz, Michelle Joffroy, Spring 2000
Silvia Berger, To be announced, Fall 2000
To be announced, Spring 2001
Offered both semesters each year

SPN 218j Speaking Spanish in Context
This semi-immersion course focuses on the analysis and reproduction of conversational strategies and the speech acts of everyday life in Spanish. Using as a basis authentic discourse from contemporary film and Spanish-language television, students will practice language appropriately according to context. Activities will include role-playing, script-writing and debating. The course will also emphasize how language relates to culture through grammatical expression. Prerequisite: SPN 120 or SPN 200. Admission by interview with instructor during pre-registration week. Enrollment limited to 14. (E) **{F}** 3 credits
Ana López-Sánchez
Offered Interterm both years

SPN 220 Intermediate Conversation and Composition
Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction and films. Students are required to spend at least one hour per week in CFLAC. Prerequisite: SPN 112d, 120 or the equivalent. **{F}** 4 credits
Silvia Berger, Phoebe Porter, Patricia González, Fall 1999, Fall 2000
Silvia Berger, Patricia González, Spring 2000
Ana López-Sánchez, Silvia Berger, To be announced, Spring 2001
Offered both semesters each year

SPN 244 Advanced Composition
A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. **{F}** 4 credits
Ana López-Sánchez, Fall 1999, Fall 2000
Nicomedes Suárez Araúz, Spring 2000, Spring 2001
Offered both semesters each year

Spanish Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 241 Culturas de España
A study of the Spain of today through a detailed look at its past in history, art, film and popular culture. The course focuses on Spain's complex multiculturalism, from the past relations among Muslims, Jews and Christians to its present ethnic and linguistic diversity. Some topics to be studied are: immigration; Basque, Catalan and Galician nationalisms; the cultural politics of the new Guggenheim museum in Bilbao; Spain at the centennial of the loss of its empire. Highly recommended for those considering JYA. Also for those students looking for a transitional course between language and literature, and looking forward to an environment in which oral and written communication are privileged. A satisfactory command of Spanish is required (above SPN 220 or SPN 222), or the permission of the instructor. **{L/F}** 4 credits
Reyes Lázaro
Offered Fall 1999, Fall 2000

SPN 250 Medieval and Early Modern Castilian Literature
An introduction to major Spanish texts from the medieval period to the Golden Age. Students will read a selection of poetry, prose and drama that coincides with the rise of Castilian culture from a tribe on the margins of Europe and Islam to the first modern nation-state. We will focus on questions of national identity, race, class and gender, and assess the contradictions of early modern Peninsular Catholicism as making a fundamental contribution to the modern self-critical act. Readings will include the *Poema de mío Çid*, the *Libro de Apolonio*, *Cárcel de amor*, *La Celéstina, El Lazarillo*, *Novelas* and *Comedias* by Cervantes and Lope, the *Romancero*, *Serranillas* by the Marqués de Santillana and Juan Ruiz and a selec-

tion of Golden Age sonnets. **{L/F}** 4 credits
María Estela Harretche, Fall 1999
Eric Graf, Fall 2000
Offered Fall 1999, Fall 2000

SPN 251 Modern Castilian Literature: From Romanticism and Realism to Postmodernism
An introduction to major Spanish authors from the late 18th century to the present. Students will read a selection of poetry, prose and drama exemplary of the periods of romanticism, realism, modernism and postmodernism. We will focus on questions of genre, authorial anxiety and self-fashioning, national identity and gender politics, paying particular attention to the political dilemmas of this century. Readings will include novels by Galdós, Cela, Goytisolo and Ortiz; short stories by Cadalso, Bécquer, Salinas and Matute; plays by Lorca and Arrabal; and the poetry of the *modernistas*, the *generación del 1927* and their successors. **{L/F}** 4 credits
Phoebe Porter, Spring 2000
Eric Graf, Spring 2001
Offered Spring 2000, Spring 2001

SPN 230 Topics in Latin American and Peninsular Literature
Topic: History of the Short Narrative
A story-per-class approach to the *cuento* accompanied by a variety of critical stances. We will trace the historical evolution of short narrative from the early Castilian versions of Arabic fables to be found in Alfonso X's *Calila e Digna* and Juan Manuel's *El conde Lucanor*. Readings will also include Timoneda and Cervantes from the Renaissance; the modern Peninsular classics of Romanticism (Bécquer), Realism (Galdós and Pardo Bazán), and Modernism and Neo-realism (Unamuno, Salinas and Matute); and an in-depth survey of the triumphant Latin Americans who have once again placed the genre at the center of literature (Echeverría, Palma, Quiroga, Borges, Cortázar, Rulfo, Luis González, García Márquez and Valenzuela). Students will have the option of composing an original short story to supplement their final grade. **{L/F}** 4 credits
Eric Graf
Offered Spring 2000, Fall 2000

Latin American Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 240 Performing Text: "Spanish Language from Page to Stage"
Focuses on texts by the seminal Mexican author Juan Rulfo in Spanish and in translation, utilizing performance strategies to deepen understanding of the text and enhance foreign language skill. Students develop and stage an interlingual production based on stories in *El llano en llamas*. Comparative analysis of texts, research into the historical and cultural contexts of Rulfo's work and application of actor-training methodologies bring stories from page to stage for a final public performance. Prerequisites: SPN 200 or equivalent. No previous acting experience required. Enrollment limited to 18. **{L/A/F}** 4 credits
María Estela Harretche
Offered Spring 2001

SLL 260 Survey of Latin American Literature I
A historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. **{L/F}** 4 credits
Marina Kaplan, Fall 1999
Nicomedes Suárez Araúz, Fall 2000
Offered Fall 1999, Fall 2000

SLL 261 Survey of Latin American Literature II
A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. **{L/F}** 4 credits
Marina Kaplan
Offered Spring 2000, Spring 2001

SLL 265 Topics in Latin American Literature
4 credits

Survey of Modern Amazonian Literature
A study of Amazonian literature since the 1860s from the Spanish-speaking countries that comprise the Amazon's Basin: Bolivia, Colombia, Ecuador, Perú and Venezuela. Some literature of Brazil's Amazonia, in Spanish translation, will also be included for the purpose of contextualization and to complete the Pan-Amazonian vision. We will read representative works of the development of Amazonian literature from a Eurocentric regional literature to a new construction of Amazonian literary identity. Thus, it will include traditionally excluded indigenous oral texts, in Spanish versions. Works, among others, by José Eustasio Rivera, Raul Otero Reiche, Germán Lequerica, Julio de la Vega, Pedro Shimose, César Calvo, Ana Varela and classic indigenous texts. Prerequisite: SPN 200 or above. **{L/F}**
Nicomedes Suárez Araúz
Offered Fall 1999

"The Bronze Screen": Performing Latina/o on Film and in Literature
This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. *Class discussions will be in English,* but bilingualism will be encouraged throughout the course. **{L/F}**
Nancy Saporta Sternbach
Offered Spring 2000

Latin American Film as Visual Narrative
"Neither a call to exoticism nor an appeal to marginality," the Latin American films of the last 20 years deal with current concerns of our neighbors to the South. Made in many different countries, the films selected focus on the ethics of participation, women as subjects as history, art and utopia, "third cinema" as oppositional discourse, gender troubles, humor and the low-budget, the "ethnic" documentary. The goals of the course are to enhance cultural knowledge through the popular media of film and to improve students' linguistic skills. Films are subtitled; readings are (mostly) in Spanish. Prerequisite: SPN 200 or above. **{L/A}** 4 credits
Marina Kaplan
Offered Fall 2000

CLT 268 Latina and Latin American Women Writers
This course examines the last 20 years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits
Nancy Saporta Sternbach, Michelle Joffroy
Offered Spring 2000, Spring 2001

AMS 222 Imagining the Americas
An interdisciplinary exploration of the imaginative history of the Americas—both North and South. We will thus take as the terrain of our study not a single nation but the places imagined or interrogated as the "New World" by inhabitants, conquerors and settlers; and we will focus on artistic responses to some definitive features of this hemispheric history: encounters between indigenous peoples and colonists; migrations and immigrations; the making and unmaking of nations; the changing meanings of landscapes, frontiers and borders. Materials to be studied will range from indigenous objects and museums to present-day performance art, from early maps to current cinema, from colonial to 20th-century writings. Among the authors and artists we will discuss are Pablo Neruda, Willa Cather, Frida Kahlo, John Sayles and Coco Fusco. (Spanish language works will be read in translation.) Enrollment limited to 35. *Please note: AMS 222 is taught in English.* **{A/L}** 4 credits

Dana Leibsohn (Art History); Marina Kaplan (Spanish and Portuguese); Richard Millington (English)
Offered Spring 2000

Medieval and Renaissance Literature

SPN 340 Cervantes: The Birth of the Modern Novel
A detailed reading and discussion of Cervantes' first play, *La Numancia*; his lascivious *Sonnet 177*, part one of the so-called first modern novel *El ingenioso hidalgo don Quixote de la Mancha*, several of the *Novelas ejemplares* and the major criticism surrounding each of these texts. Special attention will be given to the philosophical, political and aesthetic trajectories of Cervantes' literary production. By historicizing the social intentions of the Cervantine discourse and by considering its intertextuality with works by other 16th-century artists such as theologian Desiderius Erasmus, the poet Garcilaso de la Vega and the painter El Greco, we will attempt to understand Cervantes' role in the epistemological transmutation of medieval or Ptolemaic organicism into the modern critiques of subjectivity and the state. **{L/F}** 4 credits
Eric Graf
Offered Spring 2000

SPN 343 Lyric Poetry: Medieval, Renaissance and Baroque
An in-depth reading and discussion of examples of poetry from the earliest proto-Spanish *jarchas* of the Islamic period to the popular *Romanceros* and *Cancioneros* of the late Medieval and early Renaissance periods to the professional poets of the Baroque. In addition to numerous anonymous poets from popular and courtly traditions, we will read works by Íñigo López de Mendoza, Jorge Manrique, Juan Boscán, Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Luis de Góngora, Francisco de Quevedo, and Sor Juana Inés de la Cruz. **{L/F}** 4 credits
Eric Graf
Offered Spring 2001

SPN 347 Golden Age Drama
Extensive reading and discussion of plays by Encina, Cervantes, Lope de Vega, Tirso de Molina, Alarcón and Calderón in relation to the literary, social and religious thought of the day. **{L/F}**
4 credits
María Estela Harretche
Offered Fall 2000

Modern Literature

SPN 364 Tradition and Dissent: Spanish Literature and Culture, 1900–1936
For Spain, the arrival of modernity coincides with the loss of its colonial empire. This course explores how Spanish arts, particularly literature, reflect the anxiety of this critical period. The literature and art of middle-class intellectuals will be contrasted with that of working-class utopian movements (anarchists, socialists), women and contemporary Latin American intellectuals. Materials will include fiction and poetry of Valle-Inclán, Blanca de los Ríos, Unamuno, Rubén Darío, José Martí, Antonio Machado, Carmen de Burgos, María Teresa León, Lorca; the architecture of Gaudí; paintings by Zuloago, Sorolla, Solana, Regoyos; the popular musical genre of zarzuela; films by Buñuel. Finally, we will engage in the current debate in Spain prompted by the centennial of the Spanish-Cuban-American war in order to appreciate the significance of this cultural moment for the Spain of today. **{L/F}** 4 credits
Reyes Lázaro
Offered Spring 2001

SPN 365 Spanish Contemporary Novel
An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaite) or in exile (Andújar, Ayala, Sender, Chacel, Rodoreda), as well as writers who focused on the post-Franco era (Montero, Atxaga, Muñoz Molina, Roig, Marías, Vázquez, Montalbán). **{L/F}** 4 credits
Reyes Lázaro
Offered Fall 1999

SPN 366 The Heritage of Modernism: 20th-Century Spanish Poetry and Drama
Topic: Federico García Lorca
A detailed reading and discussion of the two fundamental works written by Lorca in New York during the crisis of 1929. We will study *El Público* and *Poeta en Nueva York* together with excerpts from the major criticism of each of these texts. Special attention will be given to Lorca's years in Madrid (Residencia de Estudiantes) and to the philosophical, political and aesthetic contexts which shaped Lorca's artistic personality. By analyzing the social intentions of Lorca's discourse and considering its intertextuality with works by artists such as the filmmaker Luis Buñuel and the Surrealist painter Salvador Dalí, an attempt will be made to understand his role both as a poet and as a playwright in a time of political unrest that climaxed with the Spanish Civil War. Additional readings from other works by the author will also be included *(Romancero Gitano, Mariana Pineda, Yerma, Poemas del amor oscuro, Diván del Tamarit* and *Bodas de sangre)*. **{L/F}** 4 credits
María Estela Harretche
Offered Spring 2000

SLL 370 Literary Genres in the Latin American Novel
Topic: Autobiography in Latin America (19th and 20th c.)
In this course we will explore the production of autobiographies in Latin America in the 19th and 20th centuries, concentrating specifically on literary, cultural and historical issues. A central component of the course will be the questioning of "genre" and an examination of the variety of generic affiliations claimed by autobiographical authors. We will engage autobiographical texts with specific questions as we develop an understanding of autobiographical spaces and the autobiographical strategies: What constitutes autobiography? Is autobiography a documentary process or a journey to/from the self? How does autobiography invoke historiography? Can autobiography contest national identity and nation-building projects? How do sexual, racial, class and gender identity inflect the autobiographical space? We will grapple with these and other questions through readings, discussions, essays and experiments in writing autobiographical texts. Authors include Juan Francisco Manzano, Victoria Ocampo, Nora Lange, Gertrudis Gómez de Avellaneda, Domingo Faustino Sarmiento, José Vasconcelos, Alejandro Tapia y Rivera. **{L/F}** 4 credits
Michelle Joffroy
Offered Spring 2000

SLL 371 Latin American Literature in a Regional Context
Topic: Central American Literature
This course examines the evolution of 20th-century Central American literature in differing literary dimensions: poetry, narrative, testimonial, essay and song. We will begin the course with some earlier literary manifestations such as excerpts from the *Popol Vuh* and Fray Bartolomé de las Casas. Topics to be discussed are: dictatorship and literary resistance, the multiple roles of the Central American intellectual, race, gender and national identity. Other writers include Asturias, Cardenal, Alegría, Darío, Dalton, Belli, Menchú, Zamora and Cabezas. **{L/F}** 4 credits
Nancy Saporta Sternbach
Offered Fall 1999

SLL 372 Indigenismo in Latin America: Representing the Other/Constructing the Self
In this course we will examine the invention, development and transformation of "indigenismo" in Latin America. From its earliest proponents in the writers of chronicles of the New World, to its 19th-century advocates, to its contemporary/postmodern critiques, the literary representation of "lo indígeno" and "el indígena" has produced a multiplicity of discourses about "the other" in Latin America. We will explore the construction of the indigenous "other" as it is reflected in a variety of texts which span the earliest attempts at humanizing the native people of the Americas to current representations of "otherness" in light of the history of "indigenismo." This course will include readings from literary, historical and sociological texts, as well as the works of visual artists. Authors will include Las Casas, Clorinda Matto de Turner, Gertrudis Gómez de Avellaneda, José Vasconcelos, Diego Rivera, Guillermo Gómez Peña. **{L/F}** 4 credits
Michelle Joffroy
Offered Spring 2001

SLL 380 Advanced Literary Studies
Topic: Translating Poetry
A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **{L/F}** 4 credits
Charles Cutler
Offered Spring 2000

SLL 373 Literary Movements in Spanish America
Topic: Literature Then and Now in Argentina, Chile and Uruguay
In this course we will read works by Jorge Luis Borges and Pablo Neruda, two of the greatest writers of mid-century in Latin America. In Borges' stories, our world often turns out to be an illusion, or a hypothesis, while in Neruda's poetry it is a site of social struggle and celebration. Borges wittily dissolves convictions, Neruda romantically sings them. These two poles—the uncertainty of knowledge versus the urgency of justice—will serve as a (schematic) conceptual framework to explore (dis)continuities in the rest of our readings. Do these two strands disappear or reappear in the preoccupations of later writers? Does gender complicate this dichotomy? Other possible authors to be discussed: Julio Cortazar, Eduardo Galeano, Marta Traba, Diamela Eltit, Ana Maria Shúa, Diana Bellessi. **{L/F}** 4 credits
Marina Kaplan
Offered Spring 2001

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second-language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. **{F}** 4 credits
Silvia Berger
Offered Fall 1999, Fall 2000

SPP 404 Special Studies in Peninsular and Latin American Literatures
By permission of the department, for senior majors and honors students. 4 credits
Offered both semesters each year

The Majors

The following preparation is recommended for students who intend to take the Spanish or Latin American major: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300 is strongly recommended. The department reminds students that a major in Spanish and four courses in Education will certify them to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

Courses at the 300 level that are the basis for the majors are normally to be taken at Smith College.

Adviser for the Spanish Major: Members of the Department.

Adviser for the Latin American Literature Major: Members of the Department.

Adviser for the Portuguese-Brazilian Major: Charles Cutler.

Adviser for Study Abroad: María Estela Harretche.

Peninsular Spanish Literature Major

Requirements: nine semester courses. Two basis courses (250/251) plus seven other semester courses. Out of the seven, three should be 300-level courses in Peninsular Literature, and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 including Portuguese) and one can be in English.

Latin American Literature Major

Requirements: nine semester courses. Two basis courses (260/261) plus seven other semester courses. Out of the seven, three should be 300-level courses in Latin American Literature, and four others related to the literatures and cultures of the Spanish- and Portuguese-speaking world. Of the four, two can be language courses (above 120 including Portuguese) and one can be in English.

Latin American Area Studies Major

For students interested not only in literature but in such fields as anthropology, economics, government and history. See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Major

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

The Minors

Advisers: Members of the Department.

Spanish Minor

Requirements: five semester courses in Spanish above the 100 level. A maximum of two can be language courses.

Latin American Area Studies Minor

See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Minor

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300 level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics and government.

Honors

Director for Spanish Literature: María Estela Harretche.

Director for Latin American Literature: Nancy Saporta Sternbach.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

Spanish Literature

Requirements: Same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the thesis.

Latin American Literature

Requirements: Same as those of the Latin American Literature major. A thesis, normally to be written during the first semester of the senior year. An examination on the period or genre of the thesis.

Theatre

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
** [2]Leonard Berkman, D.F.A.
†[2]Catherine H. Smith, M.F.A.

Associate Professors
**[1], *[2]John D. Hellweg, Ph.D.
*[1]Andrea Hairston, M.A. (Theatre and Afro-American Studies)
Ellen W. Kaplan, M.F.A., *Chair*
** [2]Paul Zimet, B.A.

Assistant Professors
Nicolae Ularu, Licence in Sceneography and Arts Teaching
Kiki Gounaridou, Ph.D.

Lecturers
Ariel Bock
Tina Shepard
Heather Carson

Research Associate
Martha Richards

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100 The Art of Theatre Design
An introduction to the elements of scenic, costume, lighting and sound design and an exploration of their relationship to other theatre production elements and the visual arts. The class will attend local productions. Especially designed for those with a limited background in theatre, it will involve class discussion, participation and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. **{A}** 4 credits
Heather Carson
Offered Fall 1999

198 Theatre and Society: Prehistory to the Renaissance
Sex, religion, gender and politics in the theatre: a cross-cultural survey of theatre as a reflection of the values of its audience. The theatres of Ancient Greece and Rome, India, Japan and Elizabethan England will be examined within their cultures. Similarities and differences between theatrical representations will be emphasized. Students will be encouraged to examine the influence that each of these theatres has had on contemporary drama. The course will serve as a foundation to further study. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Fall 1999

199 Theatre and Society: Renaissance to the Birth of Modern Drama
A cross-cultural survey of theatre, beginning with Japanese Kabuki drama, through Commedia, 17th-century Neoclassicism, romanticism and melodrama to the development of realism and anti-realistic dramas. Special emphasis will be given to the representation of gender on stage, including cross-dressing and the emergence of women as performers. Movements in theatre will be considered in relation to their societies and as influences on modern theatre practice. Recommended background: THE 198. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Spring 2000

A. History, Literature, Criticism

211 European Drama (1520–1904): The Shock of the Pre-Modern
This course explores a wide-ranging spectrum of

theatrical works which were popularly associated with the drives, aspirations, preoccupations and crises of four centuries of European cultural and political experience. It focuses upon works which reflect—and contributed to—an evolution of notions of self, gender and social identity which are fundamental to our most immediate and compelling sense of "who" we are today. We will consider how these texts constitute a vital legacy of public experimentation concerning the possibilities of interaction and relationship and how they continue to inspire experimentation and reflection, providing provocative and often radical perspectives on contemporary experience in an ongoing array of innovative productions. We will look, as well, at how particular works have been transplanted, appropriated and transformed by the cultures of the New World, Africa and Asia. Playwrights to be considered include Machiavelli, Gozzi, Goldoni, Marlowe, Shakespeare, Tirso de Molina, Lope de Vega, Calderon de la Barca, Moliere, Racine, Schiller, Buchner, Ibsen and Chekhov. **{L/H/A}** 4 credits
To be announced
Offered Spring 2000

213 American Theatre and Drama
A thematic survey extending from the beginning of colonial theatre to contemporary theatre. Plays, popular entertainments and stage personnel will be studied in relationship to the political, social and cultural environment of the United States. Particular attention will be paid to the inclusion and/or exclusion of American Indians, African Americans, women and homosexuals in the theatre and in society. The major question to be explored is whether or not the theatre, in the process of defining itself as "American," truly reflects the "melting pot" of America. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Fall 1999

214 Black Theatre
A study of the Black experience as it has found expression in the theatre. Emphasis on the Black playwrights, performers and theatres of the 1950s to the 1990s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. **{L/H/A}** 4 credits
Andrea Hairston
Offered Fall 2000

217 Modern European Drama
The plays, theatres and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. **{L/H/A}** 4 credits
Leonard Berkman
Offered Fall 1999

218 Modern European Drama
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page and Churchill. Special attention to issues of gender, class, warfare and other personal/political foci. Attendance required at selected performances. **{L/H/A}** 4 credits
Leonard Berkman
Offered Spring 2000

CLT 267 African Women's Drama
This course will examine how African women playwrights use drama to confront the realities of women's lives in contemporary Africa. We will consider the following questions: What is the specificity of the vision unveiled in African women's drama? How do the playwrights use drama to mock rigid power structures and confront crisis, instability and cultural expression in postcolonial Africa? How and for what purposes do they interweave the various aspects of performance in African oral traditions with elements of European drama? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo's *Anowa*, Osonye Tess Onwueme's *Tell It to Women: An Epic Drama for Women*, and Penina Mlama's *Nguzo Mama (Mother Pillar)*. (E) **{L}** 4 credits
Katwiwa Mule
Offered Fall 1999

The following advanced courses in history, literature and criticism have limited enrollments as indicated.

313 Masters and Movements in Drama
Topic: To be announced. 4 credits
Kiki Gounaridou
Offered Spring 2000

315 Colloquium: African and Caribbean Theatre
A survey of the major developments in African and Caribbean theatre from the 1950s to the present. Using playscripts, films and critical writings, we will investigate the aesthetics, the spirit and the context of such authors as Aimee Cesaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema and Percy Mtwa. Historical precedents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. **{L/H/A}** 4 credits
Andrea Hairston
Offered Spring 2000

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Study of the entirety of Tremblay's writing for the stage to date, within the context of political/personal developments and issues of gender, class and racial, cultural and sexual identity in English Canadian and French Canadian drama of the past two decades. Other playwrights studied include Gratien Gelinas, Judith Thompson, George Walker, Erika Ritter, David French, Beverly Simons, Rene Daniel DuBois, Margaret Hollingsworth and Sharon Pollock. **{L/A}** 4 credits
Leonard Berkman
Offered Fall 2000

317 Movements in Design
Topic: To be announced. **{A}** 4 credits
Nicolae Ularu
Offered Fall 1999

318 Movements in Design
Topic: To be announced. **{A}** 4 credits
Nicolae Ularu
Offered Spring 2000

REL 373 Colloquium: Religion and Theatre in Southeast Asia
An introductory exploration of oral and written texts, performance practices and traditions, and their relation to rites and beliefs prevalent in selected cultures in Southeast Asia. Shamans, shadow puppets, trance, the *dalang*, masked dance performances, court and village spectacles and the indigenous assimilations of the *Mahabharata, Ramayana* will be examined. Students will explore specific performance styles, questions of intercultural practice, contemporary international staging of the epic texts along with independent research and performance training. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits
Dennis Hudson, John Hellweg (Theatre)
Offered Fall 1999

B. Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: Registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I
Introduction to physical, vocal and interpretative aspects of performance, with emphasis on creativity, concentration and depth of expression. Enrollment limited to 16. To enroll in this course, students must leave their names on the sign-up sheets on the department office door T205. **{A}** 4 credits
Ariel Bok, Tina Shepard, Fall 1999
Paul Zimet, Spring 2000
Offered Fall 1999, Spring 2000

142 Voice for Actors
An introduction to the study of the voice exploring the connection between thought, feeling and vocal expression with a series of exercises to strengthen and enhance an actor's or speaker's ability to impact an audience. Recommended to be taken with an acting class. Enrollment limited to 15 per section. To enroll in this course, students must leave their names on the sign-up sheets on the department office door T205. **{A}** 4 credits
Ariel Bok, Tina Shepard
Offered Fall 1999

200 Theatre Production
A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment, students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, Sept. 13, 1999, at 4:15 p.m. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Members of the Department
Offered Fall 1999

200 Theatre Production
Same description as above. There will be one general meeting on Monday, Jan. 31, 2000, at 4:15 p.m. in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory. 1 credit
Members of the Department
Offered Spring 2000

242 Acting II
{A} WI 4 credits

Galileo
Acting seminar studying the theatre of Bertolt Brecht, with particular focus on the text and production of *Life of Galileo*. We will study Brecht's theoretical and practical work on the social function of theatre, and examine in detail Brecht's models of acting and staging his work. Fundamental acting work on text includes exploration of *geste*, actor's score and the inner/outer life of the character. Study also includes intensive research into the material conditions of Galileo's life, and investigation into the ethical and political implications of the play. We will end with a public presentation of excerpts of the play. Enrollment limited to 16. P. **{A} WI**
Ellen Kaplan
Offered Fall 1999

Garcia Lorca
Acting seminar focusing on the major plays of Federico Garcia Lorca. Actors will explore characterization, poetic expression, textual analysis, and the world of the play, grounded in intensive research into the historical, cultural and aesthetic influences on Lorca's work. Taught in conjunction with SPN 366. Enrollment limited to 16. P. **(A) WI** 4 credits
Ellen Kaplan
Offered Spring 2000

252 Scene Design I
The course will aim to develop overall visual design skills, study the general techniques employed in devising sets and costume as well as the ways in which they can interrelate to form a unified design. The course will provide the development of artistic and technical skills in this discipline and an experience in collaborating with other theatre disciplines. Enrollment limited to 12. **{A}** 4 credits
Nicolae Ularu
Offered Fall 1999, Spring 2001

253 Lighting Design I
The exploration of the role of light in the composition of the visual frame, and as a medium for expression in both theatre and dance. Production work is required. Enrollment limited to 12. **{A}** 4 credits
Heather Carson
Offered Fall 1999, Spring 2000

254 Costume Design I
The elements of line, texture, color and gesture, and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **{A}** 4 credits
Catherine Smith
Offered Fall 1999, Spring 2000

261 Writing for the Theatre
The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. **{A}** 4 credits
Leonard Berkman, Fall 1999

Leonard Berkman, Andrea Hairston, Spring 2000
Offered Fall 1999, Spring 2000

262 Writing for the Theatre
Advanced work. Prerequisite: 261. L and P. **{A}** 4 credits
Leonard Berkman, Fall 1999
Leonard Berkman, Andrea Hairston, Spring 2000
Offered Fall 1999, Spring 2000

344 Directing I
This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm and style. Prerequisites: Acting I or its equivalent and P. Enrollment limited to eight. **{A}** 4 credits
Paul Zimet, Fall 1999
To be announced, Spring 2000
Offered Fall 1999, Spring 2000

345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression the stage. Final presentation will be a substantial directing project (one-act play or equivalent) for the stage. Prerequisites: 344 or its equivalent and P. Beginning in Fall 2000, THE 242 (Acting II) is required for THE 345, Directing II, and can be taken concurrently. Enrollment limited to four. **{A}** 4 credits
Ellen Kaplan
Offered Fall 1999, Spring 2000

352 Scene Design II
The curriculum of the course is to pose fundamental questions on the nature of theatre and performance that will lead to an innovative approach by students to their independent projects. The interrelationship of theory and practice is central to the questioning demanded by the course. The course is an investigation/analysis in terms of text, its historical context and how the design can operate in a contemporary situation. Prerequisites: 252 and P. Enrollment limited to 10 students. Production work required. **{A}** 4 credits
Nicolae Ularu
Offered Spring 2000

353 Lighting Design II
An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting design through script analysis, project-on-paper work and in realized designs. Production work is required. Prerequisites: 253 and P. **{A}** 4 credits
Heather Carson
Offered Spring 2000

354 Costume Design II
The integration of the design elements of line, texture, color, gesture and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques, and rendering. Prerequisites: 254 and P. **{A}** 4 credits
Catherine Smith
Offered Spring 2000

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. 1 to 4 credits
Offered both semesters each year

Dance (See Dance Department also.)

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: John Hellweg (Fall), Ellen Kaplan (Spring).

Basis: 198 and 199.

Requirements: 10 semester courses, including the following:

1. 198 and 199 as the basis.
2. A poly-cultural sampling of three courses from Division A: History, Literature, Criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151, 252, 253 or 254); one directing, choreography or playwriting course (344, 261 or DAN 353).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses; two credits of THE 200; DAN 272 or 273; one additional course in dance theory at the 300 level; and one additional four-credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222; dramatic literature in any of the language departments.

The Minor

Advisers: Members of the Department.

Requirements: six courses.

Basis: 198 and 199.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

a. History, Literature, Criticism;
b. Acting, Dance, Choreography, Directing or Playwriting; and
c. Costume, Lighting or Scene Design.

Honors

Director: Leonard Berkman.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 1999, Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements for the degree with honors:

1. Production-linked proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 1 of the second semester of the junior year. Non-production-linked proposals must be submitted to the director of theatre honors no later than April 4. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
   a. a thesis in literature, aesthetics, critical analyses or history of any of the theatre arts; or
   b. a creative project in acting, dance, design, direction, playwriting, choreography or stagecraft. Performance projects should be supplemented by production materials (logs, directors' notebooks, etc.) as

requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic or other).

4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Adviser: Leonard Berkman.

M.F.A. in Playwriting: Please refer to p. 59.

512 Advanced Studies in Acting, Speech and Movement
4 credits
Members of the Department
Offered both semester each year

513 Advanced Studies in Design
4 credits
A. Scene Design
To be announced
B. Lighting Design
To be announced
C. Costume Design and Cutting
Catherine Smith
D. Technical Production
To be announced
Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism and Playwriting
4 credits
Members of the Department
Offered both semesters each year

580 Special Studies
4 credits
Members of the Department
Offered both semesters each year

590d Research and Thesis Production Project
8 credits
Members of the Department
Full-year course; offered each year

590a Research and Thesis Production Project
4 credits
Members of the Department
Offered both semesters each year

Third World Development Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Elizabeth Hopkins, Professor of Anthropology, *Co-Director*

** [2]Nola Reinhardt, Associate Professor of Economics, *Co-Director*

Gregory White, Assistant Professor of Government

†[1]Ann Zulawski, Assistant Professor of History and of Latin American Studies

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Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

Afro-American Studies

218 History of Southern Africa
258 20th-Century Africa: A Modern History

Anthropology

230 Population and Environment in Africa
231 Africa: A Continent in Crisis
232 Third World Politics: Anthropological Perspectives
236 Economy, Ecology and Society
237 Native South Americans: Conquest and Resistance
241 Anthropology of Development
243 Colloquium in Political Ecology
249 Anthropology and International Health
340 Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
341 Seminar: Sacred Power as Secular Politics: Ideology, Legitimacy and Action
342 Seminar: "The Virtualized Village": Africa in a Globalizing World
343 Seminar: Travel, Tourism and Culture
348 Seminar: Topics in Development Anthropology
Topic: When Nomads Settle: Social, Health and Demographic Consequences
348 Seminar: Topics in Development Anthropology
Topic: Population, Environment and Development

Economics

202 The Political Economy of World Geography
209 Comparative Economic Systems
211 Economic Development
213 The World Food System
214 The Economics of the Middle East and North Africa
305 Seminar: International Trade and Commercial Policy

309 Seminar: Topics in Comparative Economic Systems: South Asia
311 Seminar: Topics in Economic Development: East Asia
318 Seminar: Latin American Economics

Government

224 Governments and Politics of the Middle East and North Africa
226 Latin American Political Systems
227 Government and Politics of Sub-Saharan Africa
230 Government and Politics of China
231 Government and Plural Societies
232 Southern African Politics
233 Problems in Political Development
242 The Politics of International Economic Relations
245 U.S. Foreign Policy Toward Africa Since the Cold War
248 The Arab-Israeli Dispute
321 Seminar: Power and Politics in Africa
322 Seminar in Comparative Government: Topic: Gender, Education and Democracy in Latin America
322 Seminar in Comparative Government Topic: Mexican Politics from 1910
323 Seminar in Comparative Government: Political Economy of Immigrant Minorities
324 Seminar in Comparative Government: Transitions to Democracy, Gender and Leadership
325 Seminar in Comparative Government: Business and Politics in Developing Nations
344 Seminar on Foreign Policy of the Chinese People's Republic
345 Seminar: South Africa in World Politics
347 Seminar in International Politics: The Political Economy of Oil
348 Seminar: Conflict and Cooperation in Asia
349 Seminar: The Political Economy of the Newly Industrializing Countries of Asia

History

100 Introduction to History: Forms of Empire
201 The Silk Road
208 The Shaping of the Modern Middle East
209 Aspects of Middle Eastern History: Modern Egypt
212 China in Transformation, A.D. 700–1900
221 Modern Japan
222 Aspects of Japanese History: The Meiji Restoration
242 Central Asia from the Mongols to the Present
259 Aspects of African History: Race and Gender in Colonial Africa
260 Colonial Latin America, 1492–1821
261 National Latin America, 1821–Present
263 Continuity and Change in Spanish America and Brazil
Topic: Revolutionary Mexico, 1876–1940
263 Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History
292 The 19th-Century Crisis in East Asia
295 Imperialism and the British Peoples

Interdepartmental

LATIN AMERICAN STUDIES

100 Perspectives on Latin America
301 Seminar: Topics in Latin American Studies: Cuban Society, 1898 to the Present

Urban Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Martha Ackelsberg, Professor of Government
Randall Bartlett, Professor of Economics, *Director*
†[2]Richard Fantasia, Professor of Sociology
Helen Searing, Professor of Art

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

Afro-American Studies

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

212 Ancient Cities and Sanctuaries
266 American Architecture and Urbanism (Not offered 1999–2000, 2000–2001)
270 Architecture of the 20th Century
285 Great Cities
286 History of City Planning and Landscape Design (Not offered 1999–2000, 2000–2001)
288 Colloquium: Architectural Studies
Topic: The New Internationalism

Economics

230 Urban Economics

Education

200 Education in the City

Government

204 Urban Politics
311 Seminar in Urban Politics

History

271 American Space: History of the American Landscape and Built Environment (Not offered 1999–2000, 2000–2001)
279 City Limits: Urban History of the United States, 1865–Present

Sociology

213 Ethnic Minorities in America
218 Urban Sociology
313 Seminar: America's People
Topic: Race, Ethnicity and the Challenge of Pluralism

Women's Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Members of the Women's Studies Program Committee for 1999–2001

Susan Van Dyne, Professor of Women's Studies, *Chair, Women's Studies*
Martha Ackelsberg, Professor of Government and of Women's Studies
*[1]Ravina Aggarwal, Assistant Professor of Anthropology
†[1]Emily Bernard, Assistant Professor of Afro-American Studies
Ann Arnett Ferguson, Assistant Professor of Afro-American Studies and Women's Studies
†[2]Ambreen Hai, Assistant Professor of English Language and Literature
Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature
Alice Hearst, Assistant Professor of Government
Reyes Lázaro, Assistant Professor of Spanish and Portuguese
*[1]Gary Lehring, Assistant Professor of Government
**[1], *[2]Helen Lefkowitz Horowitz, Professor of American Studies
Ann R. Jones, Professor of Comparative Literature
Jennifer Klein, Assistant Professor of History
Cornelia Pearsall, Assistant Professor of English Language and Literature
Margaret Sarkissian, Associate Professor of Music
Marilyn Schuster, Professor of Women's Studies
Christine Shelton, Associate Professor of Exercise and Sport Studies
†[1]Patricia Sipe, Associate Professor of Mathematics
*[2]Ruth Solie, Professor of Music
†[2]Elizabeth V. Spelman, Professor of Philosophy and of Women's Studies
†[2]Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese and of Women's Studies
**[2]Nancy Whittier, Associate Professor of Sociology

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

Goals for the Women's Studies Major

The women's studies major fosters a feminist, interdisciplinary, cross-cultural and critical understanding of human experience, cultural production, and the construction of knowledge. Our perspective is feminist: We begin with a focus on women in intellectual, political and cultural life because women's experiences are considered significant in a variety of social and historical contexts. The construction and the meanings of gender are understood, not in isolation, but as constituted through their intersections with race, class, ethnicity, cultures and sexuality. A central premise of our interdisciplinary major is that only through multiple academic disciplines can the operation of gender, thus conceived, be fully understood. Equally important, by comparing and contrasting the conventions and ideological assumptions of disciplinary frameworks, students acquire a critical understanding of their strengths and limits.

Our perspective is critical, both of traditional disciplines and of ourselves. On the one hand, by providing more information about women's lives and work, women's studies revises existing theories which, despite their claim to universality, are

largely based on men's experiences. We are self-critical because debates within feminist thought and different political and intellectual perspectives on issues of importance to women are addressed and valued within our program.

A women's studies major provides perspectives throughout the entire curriculum. It enriches more traditional disciplinary approaches not simply by including the study of women and the operation of gender, but by transforming the categories through which knowledge is produced and disseminated. The academic field of women's studies is joined to an understanding of the forms of feminist activism around the globe. Research and theory emerge from these everyday realities and feminist theory, in turn, informs our analysis and political choices.

Requirements for the Major

The major consists of 10 semester courses: WST courses and department-based core courses chosen from a list compiled yearly by the Women's Studies Program. WST 150, Introduction to Women's Studies, normally taken in the first or second year, and WST 350, Gender, Culture and Representation, limited to senior majors, must be included among those courses. Neither may be taken S/U. In addition, students are strongly encouraged to take WST 250, Modes of Feminist Inquiry, a topics course listed under WST 300, and a department-based course in feminist theory. An eight-credit, two-semester honors thesis may be elected by qualified students beyond the 10 courses required for the major.

Distribution and Concentration Requirements

The women's studies major encourages students to survey the interdisciplinary and cross-cultural character of feminist scholarship. In addition, the requirements for the major enable a student to gain some specialized knowledge of disciplinary methods (three courses in a category listed below), to appreciate the importance of race and sexuality in studying gender (at least one course from both the women of color and the queer studies concentration), and to pursue advanced work (three courses at the 300 level). The major also asks students to reflect on the path they choose through the major and the connections they find among their courses.

With her adviser, the student will devise a plan for the 10 four-credit courses she elects for her major that will satisfy these requirements:

1. Her *distribution* of courses should enable a student to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. A student must choose at least one course from among those listed under each concentration (Women of Color and Queer Studies) from the list published annually in the *Women's Studies Course Guide* and available through the Women's Studies Web site (www.smith.edu\wst).
2. At least *three* of the student's department-based courses will be in one of the following *categories*; one of the courses in the category must be at the 300 level. The goal of this designation of categories is for students to develop depth in a discipline or field within women's studies, with special attention to the methodology or methodologies that shape the category.
   a. *Forms of literary and artistic expression*. Literature, film studies, fine and/or performing arts (including courses designated as *literature* or *the arts* in the Latin Honors categories).
   b. *Historical perspectives*. History (including art history, music history and other courses designated as *historical studies* in the Latin Honors categories).
   c. *Modes of political and social organization*. Political and social sciences (including courses designated as *social science* in the Latin Honors categories).
   d. *Scientific inquiry*. The sciences, including psychology and exercise and sport studies (including courses designated as *natural science, mathematics* and *analytical philosophy* in the Latin Honors categories).
3. Students are also encouraged to take at least two courses in a department related to the category.
4. Students may, in addition, choose a concentration in either Queer Studies or Women of Color. A concentration consists of at least three courses chosen from the list published annu-

ally in the *Women's Studies Course Guide* and available through the Women's Studies Web site (www.smith.edu/wst). Courses chosen to meet the category requirement described in section 2 (above) may be used toward the concentration.

5. Among the 10 courses for the major, *three* must be at the 300 level: WST 350, a 300-level course in the chosen category, and one other (this could include a special topic offered in WST 300).
6. In the senior year, before the Certification of Major form is filed, a student will complete a statement reflecting on the connections among the courses in her major, the questions addressed, and the methods used. She will identify what questions have been the most important to her.

Requirements for the Minor

In consultation with an adviser from the Women's Studies Program Committee, a student will elect six women's studies courses, including WST 150, Introduction to Women's Studies, normally taken in the first or second year, and which may not be elected S/U.

Her selection of courses should enable her to survey the interdisciplinary and cross-cultural character of feminist scholarship, and to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. A student must choose at least one course from among those listed under each concentration (Women of Color and Queer Studies).

Minors are strongly encouraged to elect at least one course at the 300 level, including the special topics offered in WST 300.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis, are determined by the Women's Studies Program Committee.

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and director of the program. 1 to 4 credits
Offered both semesters each year

430d Thesis
8 credits
Full-year course; offered each year

Approved courses for 1999–2001

WST 100 Issues in Queer Studies
This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students will learn about subject areas, methodological issues and resources in queer studies. Graded S/U only. May not be repeated for credit. 2 credits
Marilyn Schuster, Director 1999–2000
Offered Spring 2000, Spring 2001

WST 101 Issues in the Study of Women of Color
WST 101 will explore the distinct modes of analysis that women of color have brought to understanding their condition, as well as how relations of power have shaped women's knowledge, social practices and forms of resistance. The subjects of the invited lecturers might include women and work, women as culture makers, writers, artists, performers, family as a site of resistance and domination, women and nationalism, images and representations of women of color, self-representations, colonial and postcolonial identities, militarization, migrations and global capitalism. Graded

S/U only. May not be repeated for credit. 2 credits
Ann Arnett Ferguson (Afro-American Studies) and Elizabeth V. Spelman (Philosophy)
Offered Fall 1999, Fall 2000

WST 150 Introduction to Women's Studies
An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the United States with some attention to the global context. Primarily for first- and second-year students. 4 credits
Martha Ackelsberg, Marilyn Schuster and Susan Van Dyne
Offered Spring 2000, Spring 2001

WST 250 Modes of Feminist Inquiry
In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social and political choices made by women in the past and present. Recommended for sophomores and juniors. Prerequisite: WST 150 or permission of the instructor. Enrollment limited to 30. 4 credits
Susan Van Dyne
Offered Fall 1999, Fall 2000

WST 300 Special Topics in Women's Studies
4 credits

Queer Resistance: Identities, Communities and Social Movements
The course will examine constructions of lesbian, gay, queer, bisexual and transgender at the levels of individual and collective identities, communities of various forms, and social protest, with a focus on the interplay between resistance and accommodation at each of these levels of analysis. Drawing on historical, theoretical, narrative and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations, and the Internet. We will pay explicit attention to queer identities, communities and movements as racialized, shaped by class, gendered and contextual. We will examine the consequences of various theories of gender, sexuality and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community and social movements take. Readings will include primary source documents from diverse groups, including published newsletters, organizational position papers, individual narratives, and material from organizational and personal Web sites and discussion groups, and students will conduct their own research using such primary sources. Prerequisites: WST 150 or 250 and one other Women's Studies course or permission of the instructor. **{H/L}**
Nancy Whittier
Offered Spring 2000

Women of Color in Feminist Movements in the United States
This seminar will examine how feminists in the United States have addressed the interaction of sex/gender subordination with racial and ethnic inequality through their theoretical work, political movement, and expressive culture. Our focus will be on the work of women of color who have foregrounded the ways in which this intersection of social identities has profoundly shaped the meaning of sex/gender as well as what is considered feminist theory and practice in the United States today. We draw on a wide range of texts as the starting point for an exploration of how race/ethnicity makes a difference in the understanding of and action around issues that are thought of as "women's." One important goal will be to facilitate a dialogue over the course of the semester about questions of "difference" and power between and among women and the meaning this makes in our own lives. Prerequisite: WST 150 or permission of the instructor. **{S}**
Ann Arnett Ferguson
Offered Fall 1999

WST 350 Gender, Culture and Representation
The senior integrating seminar for the women's studies major. Together we will define areas we want to study in depth, and we will read a range of essays in contemporary feminist theory. Students will also do independent projects building on prior work in the major. Prerequisite: WST

150. Enrollment limited to senior majors. WST 350 is required of all women's studies majors and may not be elected S/U. 4 credits
Marilyn Schuster or Susan Van Dyne
Offered both semesters each year

Approved Departmental Core Courses

Please see home department for descriptions.

AAS 212 Culture and Class in the Afro-American Family
Ann Arnett Ferguson
Offered Spring 2000

AAS 220 Women of the African Diaspora
Ann Arnett Ferguson
Offered Spring 2000

AAS 248 Gender in the Afro-American Literary Tradition
To be announced
Offered Fall 1999

AAS 326 Seminar: The Sociocultural Development of the Afro-American Woman
Ann Arnett Ferguson
Offered Spring 2001

AAS 350 Seminar: Race and Representation: Afro-Americans in Film
Ann Arnett Ferguson
Offered Fall 2000

AAS 366 Seminar: Contemporary Topics in Afro-American Studies
Topic: Sisters of the Spirit: Black Women's Autobiography and the Psychology of Women.
Patricia Romney
Offered Fall 1999

ANT 243 Colloquium in Political Ecology
Frédérique Apffel-Marglin
Offered Spring 2001

ANT 244 Gender/Science/Culture
Prerequisite: ANT 130 or WST 250 or permission of the instructor.
Frédérique Apffel-Marglin
Offered Fall 2000

ARH 280 Colloquium: Film and Art History
Topic: En-gendering Stardom: The Construction of Female and Male Personae in Hollywood Film.
Barbara Kellum
Not offered in 1999–2000, 2000–2001

CLS 233 Constructions of Gender and Sexuality in Greco-Roman Culture
Nancy Shumate
Offered Spring 2000

CLS 236 Cleopatra: Histories, Fiction, Fantasies
Nancy Shumate
Offered Spring 2001

CLT 223 Forms of Autobiography: Women's Autobiographies in Russia and the West
Alexander Woronzoff-Dashkoff
Offered Fall 1999, Fall 2000

CLT 229 The Renaissance Gender Debate
Ann Jones
Offered Fall 1999

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children
Thalia Pandiri
Offered Spring 2000

CLT 235 Fairy Tales and Gender
Elizabeth Harries
Offered Spring 2000

CLT 267 African Women's Drama
Katwiwa Mule
Offered Fall 1999

CLT 268 Latina and Latin American Women Writers
Nancy Saporta Sternbach, Michelle Joffroy
Offered Spring 2000, Spring 2001

CLT 272 Women Writing: 20th-Century Fiction
Marilyn Schuster
Offered Fall 1999, Fall 2000

CLT 279 Women Writers of the Middle Ages
Nancy Bradbury
Not offered in 1999–2000, 2000–2001

CLT 315 Gender Issues in African Women's Narratives
Katwiwa Mule
Offered Spring 2000, Spring 2001

EAL 251 Modern Korean Literature
Topic: Korean Women Writers of the 20th Century.
To be announced
Offered Spring 2001

EAL 252 The Korean Literary Tradition
Topic: Representations of Women in Pre-Modern Korea.
To be announced
Offered Fall 2000

EAL 261 Major Themes in Literature: East-West Perspectives
Topic: Gendered Fate.
Sabina Knight
Offered Fall 1999

EAL 360 Seminar: Topics in East Asian Literatures
Topic: The Tale of Genji and Its Legacy.
Thomas Rohlich
Offered Fall 1999

ECO 222 Women's Labor and the Economy
Mark Aldrich
Offered Spring 2001

ENG 120 Fiction
Section: Women Coming of Age.
Elizabeth Harries
Not offered in 1999–2000, 2000–2001

ENG 120 Fiction
Section: American Women Writers.
Ann Boutelle
Not offered in 1999–2000, 2000–2001

ENG 264 American Women Poets
Susan Van Dyne
Not offered in 1999–2000, 2000–2001

ENG 278 Writing Women: Writing and Publishing in 18th-Century Britain
Elizabeth Harries
Offered Fall 1999

ENG 280 Advanced Essay Writing: Essays by Women
Ann Boutelle
Offered Fall 2000

ENG 286 Reading and Writing Autobiography
Ann Boutelle
Offered Spring 2000

ENG 303 Seminar: A Major British or American Writer
Topic: Virginia Woolf.
Robert Hosmer
Offered Spring 2000

ENG 342 Seminar: Studies in 19th-Century Literature
Topic: The Brontes.
Cornelia Pearsall
Offered Spring 2000

ENG 354 Gender and Sexuality in Asian American Literature
Floyd Cheung
Offered Spring 2000

ENG 378 Writing Women: The Art of Self-Fashioning
Sharon Seelig
Offered Spring 2001

ENG 379 Seminar: Women and Literature
Robert Hosmer
Not offered in 1999–2000, 2000–2001

ESS 550 Women in Sport
Christine Shelton
Offered Fall 1999

FLS 231 Major Directors
Topic: Women Filmmakers.
Antje Ascheid
Offered Fall 1999

FRN 230 Black Francophone Women Writers
Curtis Small
Offered Spring 2000

FRN 340 Topics in 17th/18th-Century Literature
Topic: Women Writers and Images of Women in 17th-Century French Literature.
Hélène Visentin
Offered Fall 1999, Fall 2000

FYS 122 Imagining Power, Building New Worlds: Passion and Leadership in the American Experience
Susan Bourque and Donna Robinson Divine
Offered Fall 1999

GOV 204 Urban Politics
Martha Ackelsberg
Offered Spring 2000, Fall 2000

GOV 266 Politics of Gender and Sexuality
Gary Lebring
Offered Fall 2000

GOV 305 Seminar: Law, Family and State
Alice Hearst
Offered Spring 2000

GOV 322 Seminar: Gender, Education and Democracy in Latin America
Susan Bourque
Offered Spring 2000

GOV 364 Seminar in Political Theory: Feminist Theory
Martha Ackelsberg
Offered Fall 1999

GOV 366 Seminar in Political Theory
Topic: The Body Politic.
Gary Lebring
Not offered in 1999–2000, 2000–2001

GOV 367 Seminar in Political Theory
Topic: Queer Theory.
Gary Lebring
Offered Spring 2001

HST 253 Women in Modern Europe
Ernest Benz
Offered Spring 2000, Fall 2000

HST 259 Aspects of African History
Topic: Race and Gender in Colonial Africa.
Jacqueline Woodfork
Offered Spring 2000

HST 263 Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History.
Ann Zulawski
Offered Spring 2001

HST 277 History of Women in the United States, Colonial Period to 1865
To be announced
Offered Spring 2001

HST 278 History of Women in the United States, 1865–1970
Helen Lefkowitz Horowitz
Offered Fall 1999

HST 383 Seminar: Research in U.S. Women's History: The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries.
Daniel Horowitz and Debbie Cottrell, Spring 2000
To be announced, Spring 2001
Offered Spring 2000, Spring 2001

IDP 208 Women's Medical Issues
Leslie Jaffe
Offered Fall 1999, Fall 2000

ITL 343 Modern Italian Literature: Italian Women Writers: Mothers and Daughters
Giovanna Bellesia
Offered Fall 1999

JUD 224 Women in Rabbinic Literature
Elizabeth Shanks Alexander
Offered Spring 2000, Spring 2001

LAS 301 Topics in Latin American Studies
Topic: Contemporary Latina Theatre.
Nancy Saporta Sternbach
Not offered in 1999–2000, 2000–2001

MUS 100 Colloquium: Women, Men and Music in the Western Tradition
Raphael Atlas
Not offered in 1999–2000, 2000–2001

MUS 100 Colloquium: Music and Gender in Cross-Cultural Perspective
Enrollment limited to 15. **WI**
Margaret Sarkissian
Offered Spring 2000

PHI 240 Philosophy and Women
Meredith Michaels
Not offered in 1999–2000, 2000–2001

PHI 305 Topics in Feminist Theory
Meredith Michaels
Offered Fall 1999

PSY 266 Psychology and Women
Prerequisite: PSY 112 or permission of the instructor.
Lauren Duncan
Offered Fall 1999

PSY 268 Lesbian Identity and Experience
Joan Laird
Offered Fall 1999

PSY 340 Seminar: Gender and the Life Course
Maureen Mahoney
Offered Fall 1999

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Women's Lives in Context.
Lauren Duncan
Offered Spring 2000

REL 244 Feminist Reconstructions of Christian Doctrine
Kathryn Greene-McCreight
Offered Spring 2000, Spring 2001

REL 335 Seminar: Problems in Jewish Religion and Culture
Topic: Women, Feminism and Spirituality.
Lois Dubin
Offered Spring 2001

RUS 239 Major Russian Writers: Women's Memoirs and Autobiographical Writings in Russia
Alexander Woronzoff-Dashkoff
Not offered in 1999–2000, 2000–2001

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Fall 1999, Fall 2000

SOC 315 The Body and Society
Elizabeth Wheatley
Offered Spring 2000, Spring 2001

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Spring 2000, Fall 2000

SLL 372 Contemporary Women Novelists of Latin America
Nancy Saporta Sternbach
Not offered in 1999–2000, 2000–2001

SPN 363 Contemporary Women Novelists of Spain
Phoebe Porter
Not offered in 1999–2000, 2000–2001

THE 214 Black Theatre
Andrea Hairston
Offered Fall 2000

THE 313 Masters and Movements in Drama
Topic: Caryl Churchill—Three Decades of Selected Feminist Dramatists.
Leonard Berkman
Not offered in 1999–2000, 2000–2001

Interdepartmental and Extradepartmental Course Offerings

Visiting faculty and some lecturers are generally appointed for a limited term.

ACC 223 Principles of Accounting
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed, and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program are suggested. No more than four credits in accounting may be counted toward the degree. **{S}** 4 credits
Charles Johnson
Offered both semesters each year

COG 200 Introduction to Cognitive Science
Cognitive science is the umbrella uniting the scientific fields concerned centrally with the nature of the mind: philosophy of mind, cognitive psychology, linguistics, artificial intelligence, neuroscience. In this course students who are enrolled in courses in these fields, either concurrently or in the semester before this, will participate in a series of lectures and discussions with faculty to make connections and highlight disciplinary differences in approach. Pre- or co-requisite: either PHI 236, PHI 202, CSC 290, CSC 294, PSY 216, PSY 218, PPY 209, PPY 213, EDC 238, EDC 333. **{N}** 2 credits
Jill de Villiers (Psychology and Philosophy) and guest lecturers from the faculty
Offered Spring 2000, Spring 2001

GLT 291 Western Classics in Translation, from Homer to Dante
Texts include the *Iliad*; tragedies by Aeschylus, Sophocles and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. **{L} WI** 4 credits
Elizabeth Harries (English Language and Literature), Director
Lecture and discussion
David Ball (French Language and Literature)
Elizabeth Harries (English Language and Literature)
Robert Hosmer (English Language and Literature)
Offered Fall 1999, Fall 2000

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: GLT 291. **{L} WI** 4 credits
Maria Banerjee (Russian Language and Literature), Director
Lecture and discussion
Maria Banerjee (Russian Language and Literature)
Robert Hosmer (English Language and Literature)
Offered Spring 2000, Spring 2001

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence, the media's representation of women and gender bias in health care. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 1999, Fall 2000

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. 4 credits
Peter de Villiers
Offered Spring 2000, Spring 2001

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Jill de Villiers, Spring 2000
Peter de Villiers, Fall 2000
Offered Spring 2000, Fall 2000

Five College Course Offerings by Five College Faculty

Visiting faculty and some lecturers are generally appointed for a limited term.

Arabic

During the Fall of 1999, Arabic will be offered at elementary, intermediate and advanced levels at the University of Massachusetts. In addition, Elementary Arabic will be offered at Mount Holyoke College and Smith College; and Intermediate Arabic will be offered at Mount Holyoke College. For information on locations and instructors, consult the on-line Five College Course Guide at the Five College Web site (http://www.fivecolleges.edu).

Mohammed Mossa Jiyad, Five College Senior Lecturer in Arabic (at Mount Holyoke College under the Five College Program).

Fall 1999

Asian 130 Elementary Arabic I
This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic Arabic syntax and morphology and basic reading and writing.
Mount Holyoke College

Asian 232f Intermediate Arabic I
This course continues Asian Studies 130–131, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes concerning an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian Studies 130 or equivalent.
Mount Holyoke College

Arabic 226 Intermediate Arabic I
This course expands the scope of the communicative approach as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and expands one's writing skills.
University of Massachusetts

Spring 2000

Asian 131 Elementary Arabic II
This course is a continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
Mount Holyoke College

Asian 232s Intermediate Arabic II
Continuation of 232f.
Mount Holyoke College

Arabic 246 Intermediate Arabic
Continuation of Arabic 226.
University of Massachusetts

Crossroads in the Study of the Americas

Sandra Mayzaw Lwin, Five College Assistant Professor of English (at the University of Massachusetts under the Five College Program, Crossroads in the Study of the Americas).

In Fall 1999, Professor Lwin will teach courses at the university and Mount Holyoke College. In Spring 2000, she will teach courses at the university and Smith College.

Fall 1999

Asian American Women's Writing
This course explores the politics of race and gender through a variety of writings by women of Asian descent in North America. We will examine texts from a range of national and diasporic formations—U.S., Canadian, South American, South Asian, Southeast Asian, East Asian and Pacific Islander. Primary themes include conceptions of home, memory, race and sexuality, gender and nationalism, strategies of resistance, legacies of colonialism, war and immigrant displacement. Our discussions will be informed by a range of theoretical perspectives which explore the issues of racism and sexism. We will supplement our readings of the literary texts with critical readings in feminist, U.S. women of color, postcolonial, and Asian-American literary and cultural theories.
Mount Holyoke College

Dance

Yvonne Daniel, Associate Professor of Dance (at Smith College under the Five College Program).

Ms. Daniel is on sabbatical during 1999–2000. For more information regarding courses normally taught by Ms. Daniel and for other courses offered by Five College Dance Department faculty, consult the on-line Five College Course Guide and the departmental Web site at the Five College Web site (http://www.fivecolleges.edu).

Fall 1999

Dance 142 B. Comparative Caribbean Dance
This course focuses on Cuban, Haitian and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings. To be taught by Isaura Oliveira.
Hampshire College and Smith College

Dance 272 Dance and Culture
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance and society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. (A prerequisite for Dance 375, The Anthropology of Dance.)
Smith College

Dance 142 C. Cuban Dance
This course focuses on Afro-Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional Rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing.
Not offered in 1999–2000

Dance 142 D. Cultural Dance Forms: Haitian I
This course is designed to train students in African-derived movement and to place specific dances of Africa and Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading and video presentations. Students are encouraged to perform in studio or concert settings.
Not offered in 1999–2000

Spring 2000

Dance 142 B. Comparative Caribbean Dance
This course focuses on Cuban, Haitian and Brazilian dance traditions. While attending to strength, flexibility and endurance training, the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings. To be taught by Awilda Sterling-Duprey.
Mount Holyoke College and Smith College

Dan 375 Anthropology of Dance
This course is a cross-cultural examination of dance in the history of anthropology. It covers dance as both ritual behavior and theatrical performance. Through lectures, readings and films, the literature of dance anthropology is reviewed. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272 or permission of the instructor.
Not offered in 1999–2000

Dance 540 History and Literature of Dance: World Performance and Practices
Emphasis will include in-class discussion and study of dance history and dance research, current research methods in dance, the use of primary and secondary source material. Students will complete a dance history research paper on a topic of their choice. Prerequisite: two semesters of dance history. 4 credits
Not offered in 1999–2000

Film/Video Production

C.A. Griffith, Five College Visiting Assistant Professor of Film/Video Production (at Smith College and the University of Massachusetts under the Five College Program).

Fall 1999

FLS 282 Advanced Video Production Workshop: Video [Re]Presentation and Activism
An advanced video production course focusing on issues of representation and activism. Students will work on individual and collaborative projects in order to [re]present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities "othered" by the lens of dominant cinema. Enrollment limited to 13. 4 credits. Lab/screening.
Smith College

Art 297V Personal Narrative and Historical Memory: Introduction to Video Production
Through the creation of collaborative and individual works, students will learn the basics of video production: story, lighting, camera, sound and editing. Particular attention will be paid to studying the works of independent video/filmmakers whose works address issues of representation, memory and history. Enrollment limited to 12. 4 credits. Lab/screening.
University of Massachusetts

COMM 397 Film Studies Special Topics—Video Production II: Black Cinema
Not offered in 1999–2000

Spring 2000

FLS 280b Video Production Workshop: From Nuts and Bolts to Video Art
This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Enrollment limited to 13. 4 credits.
Smith College

COMM 497Q Special Topics—Film II—Intermediate 16mm Film
In this class, intermediate to advanced level students will produce short collaborative and

individual projects on 16mm, black and white film. Special emphasis will be placed on cinematography. Enrollment limited to 10. 4 credits
University of Massachusetts

Elizabeth Subrin, Five College Visiting Assistant Professor of Film/Video Production (at Amherst College and Mount Holyoke College under the Five College Program).

Fall 1999

English 89 Production Seminar on the Moving Image
An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact English department before registration.)
Amherst College

FS 210 Production Workshop on the Moving Image
An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Limited to 15 students. Requisite: Permission of instructor. (Contact film studies department before registration.)
Mount Holyoke College

Spring 2000

English 82 Production Workshop on the Moving Image
Introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Limited to 15 students. Requisite: Permission of instructor. (Contact English department before registration.)
Amherst College

FS 310 Production Seminar on the Moving Image
An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact film studies department before registration.)
Mount Holyoke College

Five College Foreign Language Resource Center at the University of Massachusetts

Elizabeth H.D. Mazzocco, Assistant Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

Fall 1999

Italian 597B: The Image of the Woman in Italian Literature
Beginning with the images of the ideal females of the poetry of the Dolce Stil Nuovo and the Scuola Siciliana, we will examine literary depictions of women throughout Italian literature. The females will include Dante's Beatrice, Petrarch's Laura and Poliziano's Simonetta, the warrior queens and the enchanted princesses of Renaissance epics, the heroines of commedia dell'arte, Goldoni's protagonists Mirandolina and la vedova scaltra, D'Annunzio's figlia di Iorio, and Moravia's Cesira. We will also look at the way women depict themselves using the works of Sibella Aleramo, Natalia Ginsberg, Franca Rame and Dacia Maraini. Students will write several critical essays, make oral presentations and complete a research paper. The course will be conducted in Italian, although those not enrolled for Italian credit may complete written assignments in English. Those opting for the honors course will investigate the way in which these traditional images of females have been

transferred into modern multimedia including the Internet and film. Additional reading and an extra research paper will be required.
University of Massachusetts

Spring 2000

Italian 514: Italian Chivalric Epic
This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. The course will be conducted in Italian, although those not enrolled for Italian credit may complete assignments in English.
University of Massachusetts

Italian 240 Intermediate Italian
Using satellite transmissions, newspapers, magazines and the Web, students will increase their understanding of contemporary Italian culture. Through a selection of short readings, films and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy now and in the 21st century. Student projects will include short essays, oral presentations and creative work like video production and Web-page design.
Not offered in 1999–2000

Self-Instructed Languages

THE SELF-INSTRUCTIONAL LANGUAGE PROGRAM, FIVE COLLEGE LANGUAGE RESOURCE CENTER, UNIVERSITY OF MASSACHUSETTS (UNDER THE FIVE COLLEGE PROGRAM)
Elementary-level courses are currently offered in the following languages: Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Serbo-Croatian, Swahili, Thai, Turkish and Urdu. For further information, including information on registration, consult the Self-Instructional Language Program Web site at the Five College Web site (http://www.fivecolleges.edu).

Geosciences

J. Michael Rhodes, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Fall 1999

Geo 105 Dynamic Earth
The earth is a dynamic planet constantly creating oceans and mountain ranges and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans.
University of Massachusetts

Spring 2000

Geo 591V Volcanology
A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits
University of Massachusetts

Geo 512 X-ray Fluorescence Analysis
Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Enrollment limited. 2 credits
Not offered in 1999–2000

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

Fall 1999

Government 246 Contemporary International Conflict: Causes, Characteristics, Prevention
An assessment of the causes and characteristics of armed conflict in the contemporary world. We will examine a wide variety of conflict types, including regional conflict (e.g., in the Middle East, South Asia and East Asia), ethnic and internal conflict, resource and environmental conflict, and persistent hate violence (e.g., violence against women, immigrants, minority groups, etc.). The course will seek to identify and analyze the principal causes of these various conflict types and to map out their distinctive characteristics. Special problems of contemporary conflict, such as warlordism, the trade in weapons, the use of child soldiers, etc., will be examined. In addition, we will evaluate a wide variety of strategies for preventing and controlling such conflicts, from traditional diplomacy and peacemaking to more innovative strategies of conflict resolution. Students will be expected to track a particular conflict (or conflict type) throughout the semester and to write a final paper on the origins and status of this conflict (or conflict type) and on possible routes to its control and termination.
Smith College

Political Science 354 International Relations: Security Issues in the U.S.-Russia-China Relationship
Will examine the context and character of current U.S.-Russian and U.S.-Chinese relations, with particular emphasis on international security issues. Topics to be examined will include the nuclear weapons policies of the U.S., Russia and China; the status of U.S.-Russian arms control agreements; Russian and Chinese nonproliferation policies and practice; Russian and Chinese arms sales behavior; Russian and Chinese relations with the "rogue states"; NATO expansion; Russian relations with the other ex-Soviet states; the status of Taiwan; Chinese claims to the South China Sea; human rights issues and trade disputes in the U.S.-China relationship. Students will be expected to discuss and debate these issues in class and to prepare a research paper on a particular aspect of U.S.-Russian or U.S.-Chinese relations.
Not offered in 1999–2000

Spring 2000

International Relations 225 Resource Scarcities, Global Environmental Perils, and World Politics
Examination of the interactions between environmental and resource issues and world security affairs. Major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation, and so on) and their relationship to new forms of conflict among states and societies. New forms of international collaboration to address these conflicts will be explored.
Mount Holyoke College

Government 251 Problems of International Security
A survey of the emerging threats to international peace and security in the post–Cold War era and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class.
Not offered in 1999–2000

Political Science 64 Seminar on International Security Politics
An intensive investigation of current themes in international security politics, with particular emphasis on the central role played by the United States. Will begin by examining the domestic and international debate over what sort of global role the United States should play as the world's "sole superpower." Will then consider various aspects of U.S. policy and practice regarding international security affairs, including U.S.-Russian arms control agreements, U.S.-China relations, nuclear proliferation, the conventional arms trade, "rogue" states, NATO

expansion, regional security (especially in the Middle East and the Asia-Pacific), U.N. peacekeeping, and ethnic conflict. Students will be expected to discuss and debate these policy issues in class and to prepare a research paper on some aspect of contemporary international security politics.
Not offered in 1999–2000

Social Science 249 The Environment, Resources, and World Security
A study of the ways in which problems of environmental decline and resource scarcities are interacting with global economic pressures, demographic trends, and ethnic/national politics to create new challenges to peace and world security. Will attempt to show how the problems arising from environmental degradation and uneven economic development are distributed among the human population, producing greater hardship for some groups than for others—differences that often fall along ethnic/religious/race/class lines, thereby exacerbating any pre-existing tensions between neighboring groups. Will also examine such concerns as the plight of indigenous peoples in areas of declining environmental habitability, and international disputes arising over shortages of energy supplies, drinking water, arable soil, and other vital resources. Finally, will assess the ways in which the world community is currently attempting to cope with these problems, and consider various proposals for improving these responses.
Not offered in 1999–2000

Constantine Pleshakov, Visiting Five College Assistant Professor of International Relations (at Mount Holyoke under the Five College Program).

Fall 1999

SS 235 Political Leadership in 20th-Century Russia
Russia's 20th-century leadership may not be known for its successes, but its failures nevertheless made the world shake. The last czar Nicholas II, revolutionary helmsman Vladimir I. Lenin, imperial potentate Joseph Stalin, reformer of communism Nikita Khrushchev, the last leader of the Soviet Union Mikhail Gorbachev, the first president of independent Russia Boris Yeltsin—all have influenced history, and each in a unique way. How and why did they differ? What did they share in common? What are the patterns of political leadership for 20th-century Russia?
Hampshire College

Russian and Eurasian Studies 320s: Russian Nationalism: New Russia in Search of Identity
Modern Russia's painful search for national, post-Soviet identity. Discussion of traditional Russian nationalism of the 16th–19th centuries, but the main intellectual effort will be related to Russia of the 1990s. Can this multi-ethnic country reach an understanding of what its identity is? What will it borrow from its imperial and Soviet past? Is nationalism compatible with democracy? And, last but not least, what are the possible meanings of nationalism in the modern world?
Mount Holyoke College

Political Science 57 Problems of International Politics: Rethinking the Cold War
Constantine Pleshakov and William Taubman
During the last several years, the collapse of Communism has led to the opening of long-secret archives and the availability of former high-ranking officials in the Soviet Union and Eastern Europe. On the basis of such newly available sources, it is becoming possible to study the Cold War from "the other side," as well as on the basis of Western sources. This course will ask how these new sources have changed, or should change, our understanding of the Cold War. It will use both new and old sources to examine such issues as the cold war's origins, the Korean war, the German question, the role of nuclear weapons, the Berlin and Cuban crises, the rise and fall of détente, the role of leaders and institutions and of misperceptions and miscalculations, how the Cold War ended, what legacy it left behind, and what the prospects are for a new cold war in the future. Admission with permission of the instructor. Limited enrollment.
Not offered in 1999–2000

Spring 2000

Government 343 The Cold War Revisited
Recently, thousands of invaluable documents relating to the 1940s–1970s have been released from Russian, Chinese and East European archives. Among them are minutes of Stalin's conversations, Mao Zedong's speeches, Leonid Brezhnev's correspondence. How does this new evidence change our view of the Cold War? Which traditional concepts developed by scholars over years are still valid? Which should be modified? Are there any which should be totally discarded? Is it possible to talk about the "new history" of the Cold War?
Smith College

Russian and Eurasian Studies 250f Revolutions
Constantine Pleshakov and Stephen Jones
Revolutions have a rich and bloody history on the European continent. In the 20th century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods: Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change people hope for? Our focus will be on the contrasts and parallels between Russia's early 20th-century revolution and the capitalist revolution of 1991. What was (and is) their impact on European history and thought? An important theme of this course will be the influence of Russia's revolutions on revolutionary events in Eastern Europe in 1945–48 and 1989.
Mount Holyoke College

The Patterns of Russian Leadership: Emperors, General Secretaries, Presidents
This course will be devoted to the patterns of leadership in Russia, from its imperial age up to the present. The main emphasis will be on post–World War II Russia from Stalin to Yeltsin. Is there any continuity between imperial Russia, the Soviet Union and modern Russia in terms of political leadership? What are the basic differences? In what ways do the patterns of Russian leadership differ from those of the Western world?
Not offered in 1999–2000

Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Five College Certificate Program Requirements

A. Six courses, chosen from at least four different departments, programs or disciplines (each course should carry at least three semester credits, and its content should be at least 50 percent devoted to Africa per se):
   1. History. Minimum of one course providing an introductory historical perspective that surveys the *entire* African continent;
   2. Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
   3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e., Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement: Proficiency through the level of the second year in college in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count toward the six courses required in Section A.

C. Further Stipulations:
   1. No more than three courses in any one department or program may count toward the six required in Section A.
   2. A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
   3. A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
   4. Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African studies faculty adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations:
   1. Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt and the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l'Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college's study abroad office.
   2. Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers: Elliot Fratkin and Elizabeth Hopkins, Department of Anthropology; Louis Wilson, Department of Afro-American Studies (on leave Fall 1999).

Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease and healing through an interdisciplinary focus. Under the guidance of faculty program advisers on each campus, students choose a sequence of courses available within the five campuses and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.

II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.

III. Population, health and disease: the relationship among social, behavioral, economic and other aggregate population forces and human health and disease.

IV. Healers and treatment: the organization, interpretation and function of healers and treatment.

V. Ethics and philosophy: structures of knowledge about health and health care decision-making, including ethical and philosophical issues.

VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement and/or analysis.

Requirements: The Five College Certificate in Culture, Health and Sciences consists of seven courses with a grade of B or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or suborganism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major can count toward the certificate. Certificate students are strongly urged to take at least four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the program.

For further details consult the Smith College representatives: Donald Joralemon, Department of Anthropology; Elizabeth Wheatley, Department of Sociology.

The certificate is pending approval at Amherst College and the University of Massachusetts.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former's inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: Javier Corrales, Pavel Machala, Ronald Tiersky, William Taubman, Political Science.

Hampshire College: Michael Klare, Peace and World Security Studies; Fred Weaver, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics; Sohail Hashmi, International Relations; Kavita Khory, Politics.

Smith College: Karen Alter, Steven Goldstein, Mary Geske.

UMass: James Derderian, Political Science; Stephen Pelz, History; Eric Einhorn, Peter Haas, M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion and theatre);
3. One course in the social sciences, including anthropology, economics, geography, political science and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American studies an interdisciplinary force.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the Five Colleges, students must design a program that will meet their intellectual, academic and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the Five Colleges will be counted as contributing toward the fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.
2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.

Group one:	Religion/Philosophy
Group two:	History/Literature/Arts
Group three:	Social Sciences
Group four:	Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the Five Colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (http://www.fivecolleges.edu). Courses not listed, whether taken at one of the Five Colleges or elsewhere, must be approved by the committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East studies.

Amherst College: Jamal J. Elias.

Hampshire College: Ali Mirsepassi.

Mount Holyoke College: Sohail Hashimi, Vincent Ferraro.

Smith College: Keith Lewinstein.

University of Massachusetts: Tayeb El-Hibri.

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam *the semester before* language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 1999–2000

Czech I, II, III, IV
Hindi I, II, III, IV
Hungarian I, II, III, IV
Indonesian I, II, III, IV
Modern Greek I, II, III, IV
Norwegian I, II, III, IV
Serbo-Croatian I, II, III, IV
Swahili I, II, III, IV
Thai I, II, III, IV
Turkish I, II, III, IV
Urdu I, II, III, IV

The Athletic Program

Director of Athletics
Lynn Oberbillig, M.B.A.

Senior Coaches
Kim Bierwert, B.S., Senior Coach of Swimming and Diving
Carla Coffey, M.A., Senior Coach of Cross Country and Track and Field
Christine Davis, M.S., Senior Coach of Tennis
Bonnie May, M.S., Senior Coach of Softball and Volleyball
Suzanne Payne, M.Ed., Senior Coach of Riding
Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Coaches
Tim Bacon, M.A., Coach of Squash
Jen Chilcott, B.A., Coach of Novice Crew
Petra Farias, B.A., Coach of Basketball and Soccer
Karen Klinger, B.A., Coach of Crew
Steve Samolewicz, J.D., Coach of Skiing

Sports Medicine Staff
Mary E. O'Carroll, M.S., Senior Athletic Trainer
To be announced, Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 196. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for postseason play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's and Men's Athletic Conference (NEW MAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 1999–2000, the college will field the following intercollegiate teams:

Basketball. Season: November–March. Practice hours: M T W Th F 4–6 p.m. Petra Farias.

Crew. Season: September–November, January–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit. Karen Klinger, head coach, and Jen Chilcott, novice crew coach.

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Carla Coffey.

Field Hockey. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Judy Strong.

Lacrosse. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Judy Strong.

Riding. Season: September–November, February–May. Practice hours: To be arranged. Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged. Steve Samolewicz.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m. Petra Farias.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m. Kim Bierwert.

Tennis. Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Christine Davis.

Track and Field. Season: mid–November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m. Bonnie May.

Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on intrahouse competition. The 34 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fund-raisers, SGA activities, fee allocations, and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Currently, there are eight clubs: **Badminton, Croquet, Fencing, Ice Hockey, Outing, Rugby, Synchronized Swimming and Ultimate Frisbee.**

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B.A. Ohio University, M.A., Ph.D. Ohio State University.

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B.A. College of Wooster, Ph.D. University of Kansas.

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B.M., M.M. New England Conservatory.

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B.A. Marist College, Ph.D. New York University.

Keith Christiansen
Kennedy Professor in Renaissance Studies, Fall 1999

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B.A., M.A., Ph.D. University of Dallas.

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B.S. Worcester Polytechnic Institute, M.S., Ph.D. University of New Hampshire.

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Professor of Philosophy and Provost/Dean of the Faculty
B.A. Fordham College, M.A. Oxford University, Ph.D. Harvard University.

H. Allen Curran
Professor of Geology
B.S. Washington and Lee University, M.S., Ph.D. University of North Carolina at Chapel Hill.

Charles Mann Cutler, Jr.
Professor of Spanish and Portuguese
B.A. Williams College, M.A., Ph.D. University of Michigan.

John Davis
Priscilla Paine Van der Poel Professor of Art History
A.B. Cornell University, M.A., M.Phil., Ph.D. Columbia University.

Jill G. de Villiers
Professor of Philosophy and Sophia and Austin Smith Professor of Psychology
B.Sc. Reading University, England, Ph.D. Harvard University.

Peter A. de Villiers
Sophia and Austin Smith Professor of Psychology
B.A. Rhodes University, South Africa, B.A. Oxford University, Ph.D. Harvard University.

Piotr Decowski
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Thomas Sieger Derr, Jr.
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Donna Robinson Divine
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Office of Institutional Diversity

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To be announced

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Librarian, Werner Josten Library

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Martin Antonetti, M.S.
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Carolyn Jacobs, Ph.D.
Associate Dean

Standing Committees, 1999–2000 (Elected)

Academic Freedom Committee

Pau Atela (2001); Michael Gorra (2000); Marc Steinberg (2002).

Committee on Academic Priorities

Dean of the Faculty, Chair, non-voting (John Connolly); Dean for Academic Development, non-voting (Donald Baumer); Dean of the College, non-voting (Maureen Mahoney); Robert Averitt (2000); John Brady (2002); Susan Bourque (2001); Nancy Shumate (2000); Susan Van Dyne (2001); Faculty Council Representative (non-voting): Jane Bryden.

Committee on Mission and Priorities

President, Chair (Ruth Simmons); Vice Chair, Dean of the Faculty (John Connolly); Dean for Academic Development (Donald Baumer); Dean of the College (Maureen Mahoney); Chief Financial Officer (Ruth Constantine); one staff member; two students selected by the Student Government Association; two members of Faculty Council (Patrick Coby, William Oram); David Cohen (2000); Roger Kaufman (2002); Thalia Pandiri (2001).

Lecture Committee

Election will take place in the Fall of 1999–2000. Five members of the faculty; one student (Chair of the Recreation Council).

Committee on Faculty Compensation and Development

Dean for Academic Development, Chair, non-voting (Donald Baumer); Lale Burk (2000); Mary Geske (2001); Reyes Lazaro (2000); Nola Reinhardt (2001); Gregory White (2000); Faculty Council Representative (non-voting): Karen Pfeifer.

Committee on Educational Technology

Election will take place in the Fall of 1999–2000. Six members of the faculty; Dean for Academic Development (Donald Baumer); non-voting members: Executive Director of Information Technology Services (Herb Nickles); Director of Educational Technology (Robert Davis); Coordinator of Library Systems (Eric Loehr).

Faculty Council

Richard Briggs, Chair (2001); Jane Bryden (2001); Patrick Coby (2002); William Oram (2000); Karen Pfeifer (2002).

Committee on Grievance

Fletcher Blanchard (2002); Michael Dettelbach (2001); Ann Ferguson (2000); Virginia Hayssen (2002); Thomas Riddell (2001); Alternates: Ambreen Hai (2000); Thomas Rohlich (2000).

Committee on the Library

Election will take place in the Fall of 1999–2000. Five members of the faculty; non-voting: two students chosen by Student Government Association; Director of Libraries; Dean of the Faculty (John Connolly).

Committee on Tenure and Promotion

President, Chair (Ruth Simmons); Dean of the Faculty (John Connolly); Donna Divine (2001); Jocelyne Kolb (2000); Douglas Patey (2001); Alan Rudnitsky (2000); Elizabeth Spelman (2001).

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Carrie Staples Cadwell, M.Ed. '82

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Debbie Davis

Editor of the *Smith Alumnae Quarterly*
John MacMillan

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Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8–8:50 a.m. A	8–8:50 a.m. A+	A	8–8:50 a.m. B+	A
9–9:50 a.m. B	9–10:20 a.m. G	B	G	B
10–10:50 a.m. C		C		C
11 a.m.–12:10 p.m. D	10:30–11:50 a.m. H	D	H	D
1:10–2:30 p.m. E†	1–2:50 p.m. J	E†	1–2:50 p.m. L	E†
2:40–4 p.m. F†		F†	3–4:50 p.m. M	F†
	3–4:50 p.m. K		4–4:50 p.m. C+	

4:50 p.m.

7:30–9:30 p.m. X*	7:30–8:20 p.m. W	**	7:30–9:30 p.m. Y*	W	7:30–9:30 p.m. Z*	W	**

\+ Additional meeting times for A, B, and C blocks, as noted in course listings
† A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
** Reserved for activities and events.

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SMITH COLLEGE

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1999-2001 Catalogue Supplement



Study Abroad Programs

The four Smith College Junior Year Abroad programs and all other Smith-approved study abroad programs share the same fee structure. Students who study abroad for Smith credit are billed for the Smith College comprehensive fee (tuition, room and board). Financial aid is available for all approved study abroad programs on the same basis as it is for study in Northampton. For programs not run by Smith, the college pays the fees of the study abroad program and issues stipends to students to cover term-time room or board expenses when not provided by the program. Students on Smith-run programs receive a stipend as a contribution toward international airfare, as do students on other programs when round-trip travel is not covered in the program fee.

ASSOCIATED COLLEGES IN CHINA

Smith is no longer affiliated with Duke-in-China; it has become one of the co-sponsors of the Associated Colleges in China (ACC) program in Beijing, which runs from June through December. Participants must have completed at least one year of Chinese language study. Interested students should consult with the director of the East Asian Studies program and the Office for International Study.

STUDY IN RUSSIA

A number of other programs are available, in addition to the Middlebury College School in Russia. For further information, please consult the Department of Russian Language and Literature and the Office for International Study.

SOUTH INDIA TERM ABROAD (SITA)

This program is currently under review and is available by petition only. Please consult the Office for International Study for additional alternatives in India.

Billing, payment and financial aid programs are now administered by the Office of Student Financial Services.

Payment of charges for the fall semester is due August 7 (September 4 for international students); payment for spring semester is due January 8 (February 5 for international students).

Student should be prepared to spend approximately $750 per semester for books and supplies, in addition to personal, recreational and miscellaneous expenses.

FEE FOR NONMATRICULATED STUDENT

Per course for credit $2,940

FEES FOR ADA COMSTOCK SCHOLARS

Application fee $50
Transient Housing (per semester)
- Room only (per night) $260
- Room and full meal plan (per night) $640

Tuition per semester
- 1–7 credits ..... $735 per credit
- 8–11 credits $5,880
- 12–15 credits $8,820
- 16 or more credits $11,720

Student medical insurance is $960 per year for students on campus in Northampton and $750 for students on leave on a Smith-approved program.

INSTITUTIONAL REFUND POLICY

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all the tuition, room, board and mandatory fees (hereinafter called institutional charges) for which the student was charged. A withdrawal fee of $100 will be charged in addition to any refund calculation made. Credit balances remaining on any account will be refunded.

ADJUSTMENT OF INSTITUTIONAL CHARGES AND INSTITUTIONAL AID

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges, insurance and MassPIRG. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

2000–01 Comprehensive Fee (required institutional fees)*

	Fall Semester	Spring Semester	Total
Tuition	$11,700	$11,700	$23,400
Room*	2,055	2,055	4,110
Board*	2,025	2,025	4,050
Student activities fee	92	92	184
Comprehensive fee	$15,872	$15,872	$31,744

* Room and board will be billed as a combined charge of $4,080 each semester, or a total of $8,160 for 2000–01.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment, will have her institutional charges and institutional aid adjusted based on the percent of attendance.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remained enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Non-Institutional Charges

If a student has not waived the student medical insurance and withdraws 30 days or less into the semester, the charge for insurance will be canceled if no claims have been submitted. After 30 days, the charge will not be canceled.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student's withdrawal.

Academic Rules and Procedures (page 46)

Requirements for the Degree

Course Program

The minimum course program for a traditional-aged undergraduate in any semester is 12 credits.

Approved summer-school credit may be used to supplement a minimum 12-credit program or to make up a shortage of hours. No more than 12 summer school credits will be allowed toward the degree. Smith students may accrue a maximum of 12 approved Interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, Interterm, AP and pre-matriculation credits.

Transfer Credit

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for credit academic Interterm courses taken at other institutions beginning with courses taken in Interterm 2001. The num-

ber of credits accepted for each Interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any Interterm course designated 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved Interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, Interterm, AP and pre-matriculation credits. Students may not take more than 4 credits during any one Interterm at Smith or elsewhere.

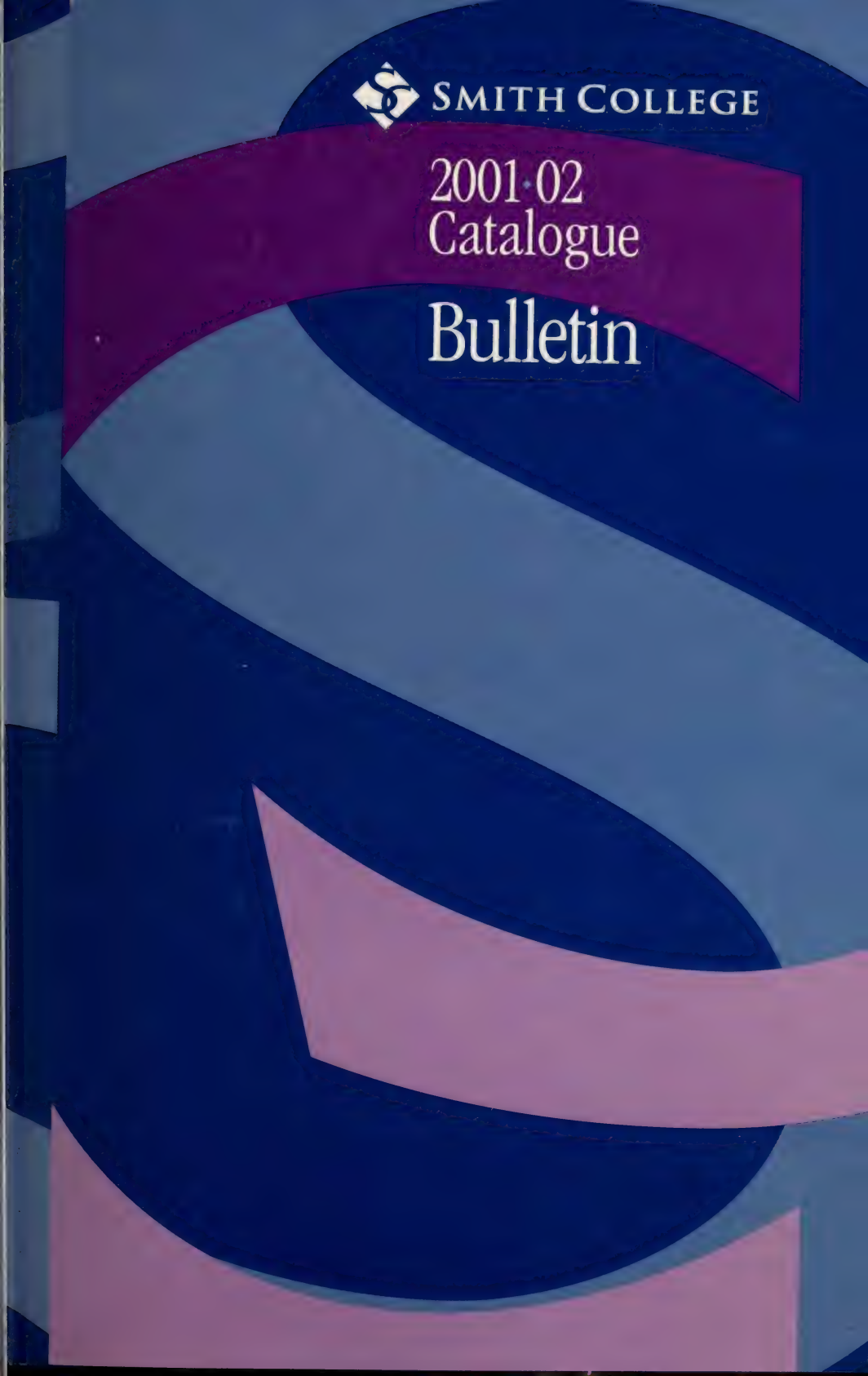
Leaves, Withdrawal and Readmission

Leaves of Absence

A student who wishes to complete part or all of her senior year at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed by the leave deadline in the Office of the Class Deans.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit ($100) is refunded. Official confirmation of the withdrawal will be sent to the student by the registrar.


SMITH COLLEGE
2001·02
Catalogue
Bulletin

Notice of Nondiscrimination

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

Smith's admission policies and practices are guided by the same principle, concerning women applying to the undergraduate program and all applicants to the graduate programs.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Campus Security Act Report

The annual Campus Security Act Report contains information regarding campus security and personal safety on the Smith College campus, educational programs available and certain crime statistics from the previous three years. Copies of the annual Campus Security Act Report are available from the Department of Public Safety, Neilson Library B/South, Smith College, Northampton, Massachusetts 01063. Please direct all questions regarding these matters to Sharon Rust, Director of Public Safety, at (413) 585-2490.

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Northampton, Massachusetts 01063
(413) 584-2700

SMITH COLLEGE BULLETIN

2001-02 CATALOGUE

Smith College
Northampton, Massachusetts 01063
(413) 584-2700



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How to Get to Smith

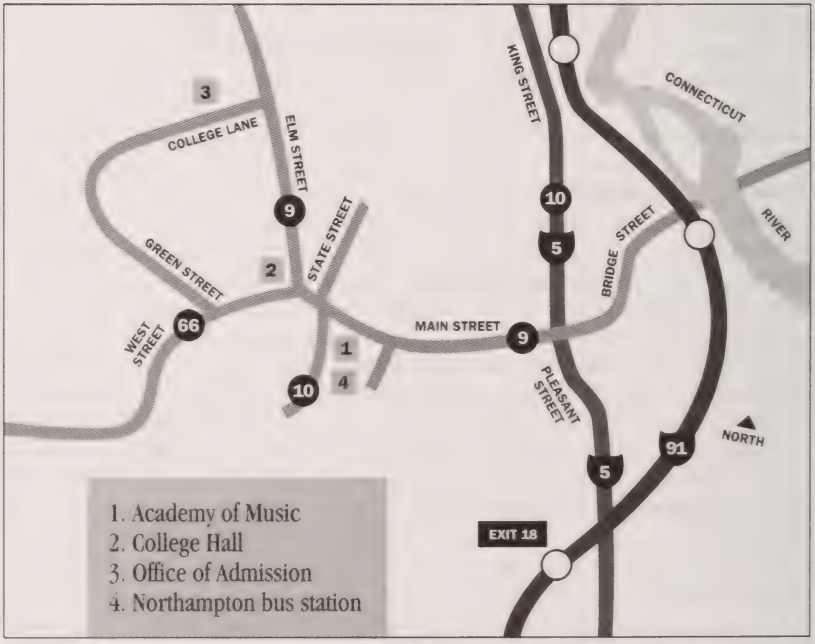
By Air: Bradley International, located about 35 miles south of Northampton in Windsor Locks, Connecticut, is the nearest airport and is served by all major airlines. Limousines, buses and rental cars are available at the airport. Flying into Bradley rather than into Boston's Logan Airport gives you a shorter drive to Northampton and spares you city traffic congestion.

By Train: Amtrak serves Springfield, Massachusetts, which is 20 miles south of Northampton. From the train station, you can reach Northampton by taxi, rental car or bus. The Springfield bus station is a short walk from the train station.

By Bus: Greyhound, Vermont Transit and Peter Pan bus lines serve the area. Most routes go to the main bus terminal in Springfield, where you can catch another bus to Northampton. Buses run almost hourly between Springfield and Northampton. Smith is a 10-minute walk or a short taxi ride from the bus station.

By Car: Northampton is on Route I-91. Take Exit 18, and follow Route 5 north into the center of town. Turn left onto Route 9. Go straight through three sets of traffic lights, turning left into College Lane shortly after the third set. The Office of Admission is on your right, overlooking Paradise Pond. Parking is available next to the office and along Route 9.

Smith College, Northampton, Massachusetts



Smith College is accredited by the New England Association of Schools and Colleges. Membership in the association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Inquiries and Visits

Visitors are always welcome at the college. Student guides are available to all visitors for tours of the campus throughout the year by appointment, and arrangements can be made through the Office of Admission. Administrative offices are open Monday through Friday from 8:30 a.m. to 4:30 p.m. during the academic year. (Refer to the college calendar, p. vii, for the dates that the college is in session.) In the summer, offices are open from 8 a.m. to 4 p.m. You may be able to make appointments to meet with office staff at other times, including holidays. Any questions about Smith College may be addressed to the following officers and their staffs by mail, telephone or interview.

Admission
Audrey Smith, *Director of Admission*
7 College Lane, (413) 585-2500

We urge prospective students to make appointments in advance with the Office of Admission for interviews and tours. The Office of Admission schedules appointments for interviews from 9 a.m. to 3 p.m. Monday through Friday. From mid-September through January, appointments can also be made on Saturdays from 9 a.m. to noon. General information sessions are also held twice daily and on Saturdays from mid-July through January. Please call the Office of Admission for specific times.

Financial Aid, Campus Jobs and Billing for Undergraduates
Susan J. Stano, *Interim Director of Student Financial Services*
College Hall 10
(413) 585-2530, 8:30 a.m.–4:30 p.m.
(800) 221-2579, January 15–May 15
E-mail: sfs@smith.edu

Academic Standing
Maureen A. Mahoney, *Dean of the College*
College Hall 21
Tom Riddell, *Dean of the First-Year Class*
Mary Philpott, *Dean of the Sophomore and Junior Classes*
Donald B. Reutener, *Dean of the Senior Class*
Alison Tuttle Noyes, *Assistant Dean for International Study*
College Hall 23

Ada Comstock Scholars Program
Erika J. Laquer, *Director*
College Hall 32

Advancement
Karin George, *Vice President for Development and Chief Advancement Officer*
Alumnae House

Alumnae Association
Carrie Staples Cadwell, *Executive Director*
(413) 584-2985

Career Planning and Alumnae References
Barbara Reinhold, *Director of Career Development Office*
Drew Hall

College Relations
Ann Shanahan, *Chief Public Affairs Officer*
Garrison Hall

Graduate Study
Don Siegel, *Director*
College Hall 3

Medical Services and Student Health
Leslie R. Jaffe, *College Physician and Director of Health Services*
Elizabeth Mason Infirmary, 69 Paradise Road

School for Social Work
Carolyn Jacobs, *Acting Dean*
Lilly Hall

Student Affairs
Mela Dutka, *Dean of Students*
College Hall 24

Transcripts and Records
Patricia O'Neil, *Registrar*
College Hall 6



Academic Calendar, 2001–02

The calendar for the academic year consists of two semesters separated by an interterm of approximately three weeks. Each semester allows for 13 weeks of classes followed by a pre-examination study period and a four-day examination period. Please visit www.smith.edu/admission/dates.html for further details.

Fall Semester, 2001

Saturday, September 1, 2001, 9 a.m.–4 p.m.
Central check-in for entering students

Saturday, September 1–Wednesday, September 5
Orientation for entering students

Tuesday, September 4, 11 a.m.–6 p.m.
Wednesday, September 5, 2–5 p.m.
Central check-in for returning students

Wednesday, September 5, 7:30 p.m.
Opening Convocation

Thursday, September 6, 8 a.m.
Classes begin

To be announced by the president
Mountain Day (holiday)—Classes scheduled before 7 p.m. are canceled.

Saturday, October 6–Tuesday, October 9
Autumn recess

Friday, October 19–Sunday, October 21
Family Weekend

Thursday, November 1
Otelia Cromwell Day—Afternoon and evening classes are canceled.

Monday, November 5–Friday, November 16
Advising and course registration for the second semester

Wednesday, November 21–Sunday, November 25
Thanksgiving recess (Houses close at 10 a.m. on November 21 and open at 1 p.m. on November 25.)

Thursday, December 13
Last day of classes

Friday, December 14–Monday, December 17
Pre-examination study period

Tuesday, December 18–Friday, December 21
Midyear examinations

Saturday, December 22–Sunday, January 6
Winter recess

Interterm, 2002

Monday, January 7–Saturday, January 26

Spring Semester, 2002

Thursday, January 24–Sunday, January 27
Orientation for entering students

Monday, January 28, 8 a.m.
Classes begin

Monday, January 28, 4:30 p.m.
All-college meeting

Wednesday, February 20
Rally Day—All classes are canceled.

Saturday, March 16–Sunday, March 24
Spring recess

Monday, April 1–Friday, April 12
Advising and course registration for the first semester of 2002–03

Friday, May 3
Last day of classes

Saturday, May 4–Monday, May 6
Pre-examination study period

Tuesday, May 7–Friday, May 10
Final examinations

Saturday, May 11
Houses close for all students except '02 graduates, Commencement workers and those with Five College finals after May 10.

Sunday, May 19
Commencement

Monday, May 20
All houses close at noon.

The Mission of Smith College

Smith College began more than 125 years ago in the mind and conscience of a New England woman. In her will, Sophia Smith expressed her vision of a liberal arts college for women equal to the best available to men, one which would make it possible "to develop as fully as may be the powers of womanhood." By means of such a college, she wrote, women's "'wrongs' will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased...their power for good incalculably enlarged." In this spirit Smith College seeks to provide the finest liberal arts education for women of diverse backgrounds, ages and outlooks who have the ability and promise to meet the demands of an academically rigorous curriculum.

Today Smith College, as the largest liberal arts college for women, is well situated to fulfill its founder's wish to provide such "studies as coming times may develop or demand for the education of women." For its pursuit of the advancement of learning the college is endowed with exceptional resources and facilities, an outstanding faculty and a dedicated staff, and a rich international curriculum. Smith's overall educational purposes are furthered by a number of co-educational graduate programs, and by membership in the Five College Consortium, which offers all our students an abundance of academic, cultural and social advantages.

The Smith faculty has committed itself to two purposes, which it regards as fully complementary. It educates students, and it conducts research in the arts and sciences or engages in the performing or creative arts. The faculty believes that the best undergraduate education is to be fostered by offering a wide range of courses designed to develop students' analytic, creative and expressive powers. Students—advised by the faculty—plan programs of study suited to their individual talents and interests, and thereby share the responsibility for their own education.

Smith students come from throughout the United States and more than 60 countries around the world. They bring to the college an array of talents that allows them to develop and hone intellectual discipline and the habits of inquiry, reflection and criticism necessary for success in their lives and careers. In providing women with a liberal arts education, a broad range of co-curricular activities and a house residential system fostering self-reliance and self-governance, Smith endeavors to produce graduates distinguished by their intellectual capabilities, their capacity for leadership, their ethical values and their readiness to contribute to the betterment of the world. Becoming alumnae, our graduates inspire new generations of students and enhance in many ways the life of the college. Altogether, the Smith community—students, faculty, staff and alumnae—strives to be what its founder envisioned, "a perennial blessing to the country and the world."

History of Smith College

Smith College is a distinguished liberal arts college committed to providing the highest quality undergraduate education for women to enable them to develop their intellects and talents and to participate effectively and fully in society.

The college began more than a hundred years ago in the conscience of a New England woman. The sum of money used to buy the first land, erect the first buildings and begin the endowment was the bequest of Sophia Smith. When she inherited a large fortune at age 65, Sophia Smith decided, after much deliberation and advice, that leaving her inheritance to found a women's college was the best way for her to fulfill the moral obligation she expressed so eloquently in her will:

> I hereby make the following provisions for the establishment and maintenance of an Institution for the higher education of young women, with the design to furnish for my own sex means and facilities for education equal to those which are afforded now in our colleges to young men.
>
> It is my opinion that by the higher and more thorough Christian education of women, what are called their "wrongs" will be redressed, their wages adjusted, their weight of influence in reforming the evils of society will be greatly increased, as teachers, as writers, as mothers, as members of society, their power for good will be incalculably enlarged.

The college envisioned by Sophia Smith and her minister, John M. Greene, resembled many other old New England colleges in its religious orientation, with all education at the college "pervaded by the Spirit of Evangelical Christian Religion" but "without giving preference to any sect or denomination."

Smith has changed much since its founding in 1871. But throughout its history there have been certain enduring constants: an uncompromising defense of academic and intellectual freedom, an attention to the relation between college education and the larger public issues of world order and human dignity, and a concern for the rights and privileges of women.

Indeed, at a time when most people had narrow views of women's abilities and their proper role in society, Sophia Smith showed not only concern with the particular needs of young women but also faith in their still underdeveloped powers. After enumerating the subjects that continue to be a vital part of the college's curriculum, she added:

> And in such other studies as coming times may develop or demand for the education of women and the progress of the race, I would have the education suited to the mental and physical wants of women. It is not my design to render my sex any the less feminine, but to develop as fully as may be the powers of womanhood, and furnish women with the means of usefulness, happiness and honor now withheld from them.

In the fall of 1875, Smith College opened with 14 students and six faculty under the presidency of Laurenus Clark Seelye. Its small campus was planned to make the college part of what John M. Greene called "the real practical life" of a New England town, rather than a sequestered academic preserve. College Hall, the Victorian Gothic administrative and classroom building, dominated the head of Northampton's Main Street. For study and worship, students used the town's well-endowed public library and various churches. Instead of a dormitory, students lived in a "cottage," where life was more familial than institutional. Thus began the "house" system that, with some modifications, the college still employs

today. The main lines of Smith's founding educational policy, laid down in President Seelye's inaugural address, remain valid today: then as now, the standards for admission were as high as those of the best colleges for men; then as now, a truly liberal education was fostered by a broad curriculum of the humanities, the fine arts and the natural and social sciences.

During the 35 years of President Seelye's administration, the college prospered mightily. Its assets grew from Sophia Smith's original bequest of about $400,000 to more than $3,000,000; its faculty to 122; its student body to 1,635; its buildings to 35. These buildings included Alumnae Gymnasium, site of the first women's basketball game, which now houses the College Archives and is connected to the William Allan Neilson Library, one of the best-stocked undergraduate libraries in the country.

Smith's second president, Marion LeRoy Burton, took office in 1910. President Burton, a graduate of Yale Divinity School, was a gifted public speaker with an especially acute business sense. He used these talents to help the college raise the amazing sum of $1,000,000—a huge endowment campaign for any college at that time. With the college's increased endowment, President Burton was able to increase faculty salaries substantially and improve the faculty-to-student ratio. President Burton's fund drive also invigorated the alumnae, bringing them closer to the college than ever before and increasing their representation on the board of trustees.

Along with improving the financial state and business methods of the college, President Burton also contributed to a revision of the curriculum and initiated college honors programs to recognize outstanding students. He also helped to organize a cooperative admission system among Smith, Mount Holyoke, Wellesley and Vassar, the finest women's colleges of the day. President Burton's accomplishments are commemorated today by Burton Hall, the science building that his fund drive helped to finance.

When William Allan Neilson became president in 1917, Smith was already one of the largest women's colleges in the world. President Neilson shrewdly developed the advantages of large academic institutions while maintaining the benefits of a small one. Under his leadership, the size of the faculty continued to increase while the number of students remained at about 2,000. The curriculum was revised to provide a pattern still followed in many American colleges—a broad foundation in various fields of knowledge, later complemented by the more intensive study of a major subject. The college expanded honors programs and initiated interdepartmental majors in science, landscape architecture and theatre. The School for Social Work, a coeducational graduate program, was founded. And more college houses were built, mainly in the Georgian complex called "the Quad," so that every student could live on campus.

Not only did President Neilson help make Smith College one of the leading colleges in the United States, whether for men or women, but he also developed it into an institution of international distinction and concerns. President Neilson, himself a Scotsman, married to a well-educated German woman, transformed the college from a high-minded but provincial community in the hinterland of Massachusetts into a cosmopolitan center constantly animated by ideas from abroad. Between the two world wars, he brought many important exiled or endangered foreign teachers, scholars, lecturers and artists to the college. Meanwhile, as long as peace lasted, Smith students went to study in France, Italy and Spain on the Junior Year Abroad Program instituted by the college in 1924.

President Neilson retired in 1939, just before the outbreak of World War II, and for one year Elizabeth Cutter Morrow, an alumna trustee, served as acting president. Herbert Davis took office as Smith's fourth president in 1940 and reaffirmed the contributions that a liberal arts college could make to a troubled world. Already during World War I a group of Smith alumnae had gone to France to do relief work in the town of Grécourt; a replica of Grécourt's chateau gates is now emblematic of the college.

Soon after the 1941 bombing of Pearl Harbor, the college agreed to provide facilities on its campus for the first Officers' Training Unit of the Women's Reserve, or WAVES. The college added a summer term from 1942 to 1945 so some students could graduate more quickly and go on to government, hospital or military service. Though physically isolated by travel restrictions, the college retained its cosmopolitan character as refugees came to lecture, teach and study. And foreign films were shown regularly in Sage Hall—a practice that would give generations of students their sensitivity both to other cultures and to an

important new art. President Davis' administration was marked by intensified academic life, reflecting his belief that serious study was a way of confronting the global threat to civilization.

Benjamin Fletcher Wright came from Harvard to become Smith's fifth president in 1949. The college had by then resumed its regular calendar and completed several much-needed building projects, including a new heating plant and a student recreation center named for retiring President Davis. The most memorable achievements of President Wright's administration were the strengthening of Smith's financial position and the defense of academic freedom during the 1950s.

In 1950, the $7 Million Fund Drive was triumphantly completed, enabling the college to improve facilities and increase faculty salaries. In 1955, the Helen Hills Hills Chapel was completed, giving Smith its own place of worship. The early 1950s were not, though, easy years for colleges; McCarthyism bred a widespread suspicion of any writing or teaching that might seem left of center. In defending his faculty members' right to political and intellectual independence, President Wright showed great courage and statesmanship. Complementing his achievements was the financial and moral support of Smith's Alumnae Association, by now the most devoted and active group of its kind in the country. Before President Wright's term ended, the college received a large gift for constructing a new faculty office and classroom building to be named for him.

When Thomas Corwin Mendenhall came from Yale in 1959 to become Smith's sixth president, both the college and the country at large were enjoying peace and prosperity. During the 1960s, social and cultural changes stirred the college profoundly, and a series of powerful movements influenced the larger society and the academic world alike. In response to the needs of increasingly independent and ambitious students, the curriculum was thoroughly revised. College-wide requirements were set aside and independent study encouraged. The college made more varied educational experiences available to Smith undergraduates by extending cooperation with its neighbors—Amherst, Hampshire and Mount Holyoke colleges and the University of Massachusetts. And Smith joined other private colleges in the Northeast to develop the Twelve College Exchange Program. The college added buildings with the most modern facilities for the study of the natural sciences, performing arts and fine arts. The new fine arts center included the Smith College Museum of Art, now one of the most distinguished college museums in the country.

The 1960s saw the civil rights movement, the students' rights movement and the anti-war movement take root and grow at many of the country's universities and colleges, including Smith. Thanks to these movements and to the wisdom, tact and humor of President Mendenhall, the college emerged from the 1960s with a more precise awareness of student needs and an active, practical sense of social responsibility.

Meanwhile, life in the college houses was changing. The old rules governing late evenings out and male visitors were relaxed, then abandoned. Not surprisingly, when Vassar began to accept men, and Yale, Princeton and Dartmouth to accept women as candidates for degrees, some members of the college community wondered whether Smith should also become coeducational. In 1971, a committee of trustees, faculty, administration, students and alumnae studied the question in detail. The committee concluded that admitting men as candidates for the Smith degree would detract from the founding purpose of the college, the best possible education for women.

In the late 1960s and early 1970s another important movement—the women's movement—was gathering momentum. This was to have a profound effect on American society and to confirm the original purpose of Smith College. The college began its second century in 1975 by inaugurating its first woman president, Jill Ker Conway, who came to Smith from Australia by way of Harvard and the University of Toronto. She was a charismatic and energetic leader with a vision for women's education, and her administration was marked by three major accomplishments: a large-scale renovation and expansion of Neilson Library, evidence of Smith's undiminished concern for the heart of the liberal arts; the rapid growth of the Ada Comstock Scholars Program, through which women beyond the traditional college age could earn a Smith degree; and exceptionally successful fund-raising efforts. Also during President

Conway's administration, the Career Development Office was expanded to better counsel Smith students and alumnae about career opportunities and graduate training for women. Recognizing the rapidly growing emphasis on fitness and athletics for women, Smith built the Ainsworth Gymnasium and broke ground for new indoor and outdoor track and tennis facilities. President Conway's contributions underscored her commitment to women's colleges and a liberal arts education in today's society.

The college that President Conway left to her successor was in some ways very different from the college served by Presidents Seelye, Burton and Neilson. When Mary Maples Dunn came to Smith in 1985 after many years as a professor of history and then as dean of Bryn Mawr College, Smith's student body had diversified. During its early decades the student body had been overwhelmingly Protestant, but by the 1970s, Roman Catholic and Jewish college chaplains served alongside the Protestant chaplain, reflecting the students' religious and ethnic variety. All racial, ethnic and religious groups are now well represented on campus, evidence of Smith's continuing moral and intellectual commitment to diversity.

In her decade as president, Mary Maples Dunn led the college through exciting and challenging times. During her tenure, the college raised more than $300 million, constructed two major buildings and renovated many more, enhanced communication on and off campus, attracted record numbers of applicants (while holding the quality of those applicants steady) and doubled the value of its endowment. Computer technology transformed the way Smith conducted its business. And the curriculum became broader in scope, with five new majors and increased course offerings in non-Western and neglected American cultures.

In December 1994 Ruth Simmons was chosen as Smith's ninth president. Trustee Kate Webster said Simmons brings to Smith "a unique blend of organizational and academic experience, intellectual curiosity, energy and a strong commitment to women's education." With a long and distinguished career in higher education behind her, Simmons is the first African-American woman to head any top-ranked American college or university.

Today the college continues to benefit from a dynamic relationship between innovation and tradition. Smith is still very much part of Northampton, now a lively and sophisticated cultural center in its own right. The great majority of students still live in college houses with their own common rooms, in accord with the original "cottage" plan. The faculty and administration are still composed of both men and women, thus exemplifying a professional community where the two sexes work together with respect. The teaching is still as challenging as it is at the best coeducational colleges. And while Smith's basic curriculum of the humanities, arts and sciences still flourishes, the college continues to respond to the new intellectual needs of today's women—offering majors or interdepartmental programs in computer science, women's studies, Third World development, neuroscience, film studies, Latin American studies, history of the sciences and other emerging fields. Were Sophia Smith to revisit Northampton, she would no doubt find her vision realized, as students at her college prepare themselves for exemplary lives of service and leadership.

The William Allan Neilson Chair of Research

The William Allan Neilson Professorship, commemorating President Neilson's profound concern for scholarship and research, has been held by the following distinguished scholars:

Kurt Koffka, Ph.D.
Psychology, 1927–32

G. Antonio Borgese, Ph.D.
Comparative Literature, 1932–35

Sir Herbert J.C. Grierson, MA., LL.D., Litt.D.
English, second semester, 1937–38

Alfred Einstein, Dr. Phil.
Music, first semester, 1939–40; 1949–50

George Edward Moore, D.Litt., LL.D.
Philosophy, first semester, 1940–41

Karl Kelchner Darrow, Ph.D.
Physics, second semester, 1940–41

Carl Lotus Becker, Ph.D., Litt.D.
History, second semester, 1941–42

Albert F. Blakeslee, Ph.D., Sc.D. (Hon.)
Botany, 1942–43

Edgar Wind, Ph.D.
Art, 1944–48

David Nichol Smith, M.A., D.Litt. (Hon.), LL.D.
English, first semester, 1946–47

David Mitrany, Ph.D., D.Sc.
International Relations, second semester, 1950–51

Pieter Geyl, Litt.D.
History, second semester, 1951–52

Wystan Hugh Auden, B.A.
English, second semester, 1952–53

Alfred Kazin, M.A.
English, 1954–55

Harlow Shapley, Ph.D., LL.D., Sc.D., Litt.D., Dr. (Hon.)
Astronomy, first semester, 1956–57

Philip Ellis Wheelwright, Ph.D.
Philosophy, second semester, 1957–58

Karl Lehmann, Ph.D.
Art, second semester, 1958–59

Alvin Harvey Hansen, Ph.D., LL.D.
Economics, second semester, 1959–60

Philippe Emmanuel Le Corbeiller, Dr.-ès-Sc., A.M. (Hon.)
Physics, first semester, 1960–61

Eudora Welty, B.A., Litt.D.
English, second semester, 1961–62

Dénes Bartha, Ph.D.
Music, second semester, 1963–64

Dietrich Gerhard, Ph.D.
History, first semester, 1967–68

Louis Frederick Fieser, Ph.D., Sc.D. (Hon.), D.Pharm. (Hon.)
Chemistry, second semester, 1967–68

Wolfgang Stechow, Dr. Phil., L.H.D., D.F.A. (Hon.)
Art, second semester, 1968–69

Robert A. Nisbet, Ph.D.
Sociology and Anthropology, first semester, 1971–72

Louise Cuyler, Ph.D.
Music, second semester, 1974–75

Herbert G. Gutman, Ph.D.
American Studies, 1977–78

Renée C. Fox, Ph.D., Litt.D. (Hon.)
Sociology and Anthropology, first semester, 1980–81

Auguste Anglès, Docteur ès Lettres
French, first semester, 1981–82

Victor Turner, Ph.D.
Religion and Biblical Literature, first semester, 1982–83

Robert Brentano, D. Phil.
History, first semester, 1985–86

Germaine Brée, Ph.D.
Comparative Literature, second semester, 1985–86

Carsten Thomassen, Ph.D.
Mathematics, first semester, 1987–88

Charles Hamilton, J.D., Ph.D.
Government, second semester, 1988–89

Triloki Nath Madan, Ph.D.
Anthropology, first semester, 1990–91

Armstead L. Robinson, Ph.D.
Afro-American Studies, first semester, 1991–92

Sheila S. Walker, Ph.D.
Afro-American Studies, second semester, 1991–92

Roy S. Bryce-Laporte, Ph.D.
Sociology, first semester, 1993–94

Trinh T. Minh-ha, Ph.D.
Women's Studies, second semester, 1993–94

Rey Chow, Ph.D.
Comparative Literature, second semester, 1995–96

June Nash, Ph.D.
Latin American Studies, first semester, 1996–97

Judith Plaskow, Ph.D.
Women's Studies and Jewish Studies, second semester, 1996–97

Irwin P. Ting, Ph.D.
Biological Sciences, first semester, 1997–98

Ruth Klüger, Ph.D.
German Studies, first semester, 1998–99

Romila Thapar, Ph.D.
Religion and Biblical Literature, second semester, 1998–99

Margaret Lock, Ph.D.
Anthropology, first semester, 1999–2000

Thomas Greene, Ph.D.
English Language and Literature, first semester, 2000–01

Carolyn Cohen, Ph.D.
Biochemistry/Biological Sciences, second semester, 2001–02

The Ruth and Clarence Kennedy Professorship in the Renaissance

The Ruth and Clarence Kennedy Professorship in the Renaissance, commemorating the Kennedys' commitment to the study of the Renaissance and their long-standing devotion to Smith College, has been held by the following distinguished scholars:

Charles Mitchell, M.A.
Art History, 1974–75

Felix Gilbert, Ph.D.
History, 1975–76

Giuseppe Billanovich, Dottore di Letteratura Italiana
Italian Humanism, second semester, 1976–77

Jean. J. Seznec, Docteur ès Lettres
French, second semester, 1977–78

Hans R. Guggisberg, D.Phil.
History, first semester, 1980–81

Alistair Crombie, Ph.D.
History of Science, second semester, 1981–82

John Coolidge, Ph.D.
Architecture and Art History, second semester, 1982–83

Howard Mayer Brown, Ph.D.
Music, first semester, 1983–84

Hendrik W. van Os, Ph.D.
Art, first semester, 1987–88

George Kubler, Ph.D.
Art, second semester, 1989–90

Susan Donahue Kuretsky, Ph.D.
Art, second semester, 1991–92

Diane De Grazia, Ph.D.
Art, second semester, 1993–94

Larry Silver, Ph.D.
Art, first semester, 1994–95

Andrée Hayum, Ph.D.
Art, second semester, 1994–95

Mark P.O. Morford, Ph.D.
Classical Languages and Literatures, 1995–96

Kenneth R. Stow, Ph.D.
Jewish Studies, 1996–97

Annamaria Petrioli Tofani, Dottore in Lettere
Art and Italian Language and Literature, first semester, 1997–98

Nancy Siraisi, Ph.D.
History of the Sciences, first semester, 1998–99

Keith Christiansen, Ph.D.
Anthropology, first semester, 1999–2000

Phyllis Pray Bober, Ph.D.
Art, first semester, 2000–01

The Academic Program

Smith: A Liberal Arts College

The tradition of the liberal arts reaches back into classical antiquity. Training the mind through the study of languages, literature, history, culture, society, mathematics, science, the arts and philosophy has for centuries been the favored approach in Europe and America for educating leaders. It is a general training, not intended as a preparation for any one profession. In the 19th century the liberal arts were characterized as providing "the *discipline* and *furniture* of the mind: expanding its powers, and storing it with knowledge," to which was added, "The former of these is, perhaps, the more important of the two." At many liberal arts colleges today this ideal is understood as implying both *breadth* and *depth* in each student's course of studies, as well as the acquisition of crucial *skills* in writing, public speaking and quantitative reasoning.

From its foundation in 1871 Smith has taken a progressive, expansive and student-oriented view of its role as a liberal arts college. To the studies of the humanities and sciences the college early added courses in art and music, a substantial innovation for its time. In the same spirit the faculty has continued to integrate the new and the old, respecting all the while the individual needs of, and differences among, its students. As an early dean of the faculty wrote, it "is always the problem of education, to secure the proper amount of system and the due proportion of individual liberty, to give discipline to the impulsive and wayward and largeness of opportunity to those who will make good use of it."

In the spirit of "individual liberty [and] largeness of opportunity" Smith College has since 1970 had no distribution requirements for graduation. In the interest of "discipline" each student must complete a major, to give *depth* to her studies, while to guarantee *breadth* she must take at least 64 credits outside her major. As for "system" the college assigns each student a faculty member as academic adviser, and strongly recommends that students "pursue studies in the seven major fields of knowledge" listed below. Indeed, for students entering in 1994 or later and graduating in 1998 or later, breadth is a condition for Latin Honors at graduation: to be eligible each student must take at least one course in each of the seven areas (see below, and p. 27). The goal remains today what it was for our early dean, "to train minds to a symmetrical culture, endowed with strength and firmness, stimulated by ambition and a consciousness of freedom, united with an enlightened sense of proportion."

The Curriculum

Each discipline within the liberal arts framework offers students a valid perspective on the world's past, present and future. Therefore, we recommend that students pursue studies in the following seven major fields of knowledge:

1) *Literature,* either in English or in some other language, because it is a crucial form of expression, contributes to our understanding of human experience and plays a central role in the development of culture;
2) *Historical studies,* either in history or in historically oriented courses in art, music, religion, philosophy and theatre, because they provide a perspective on the development of human society and culture and free us from the parochialism of the present;
3) *Social science,* because it offers a systematic and critical inquiry into human nature, social institutions and human relationships;
4) *Natural science,* because of its methods, its contribution to our understanding of the world around us and its significance in modern culture;
5) *Mathematics and analytic philosophy,* because they foster an understanding of the nature and use of formal, rational thought;

6) *The arts,* because they constitute the media through which people have sought, through the ages, to express their deepest feelings and values;
7) *A foreign language,* because it frees one from the limits of one's own tongue, provides access to another culture and makes possible communication outside one's own society.

We further recommend that students take performance courses offered in exercise and sport studies, because they provide opportunities for recreation, health and the development of skills for the complete person.

Curricular Requirements and Expectations

Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course. (The list of such courses, approved by the Committee on Academic Priorities, is made available at the time of registration for each semester.) There are *no* further required courses outside the student's field of concentration. The college does, however, make two demands of the student: that she complete a major and that she take at least half of her courses outside of the major. Furthermore, students who wish to become eligible for Latin Honors (see p. 27) at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed above. Each student has the freedom and responsibility to choose, with the help of academic advisers, a course of studies to fit her individual needs and interests. The curricular expectations and requirements for the degree therefore allow great flexibility in the design of a course of study leading to the degree.

The Major

A student's program requires a minimum of 36 credits in a departmental or interdepartmental major. One-half of a student's total program, or at least 64 credits, shall be taken outside the department or program of the major. Any course (including prerequisites) which is explicitly listed in the catalogue as required for, or counting toward, fulfilling the requirements of the major shall be considered to be inside the major for the purposes of this rule. The requirements for each major are described at the end of the course listings for each major department and program.

Students declare their majors no later than the registration period during the second semester of the sophomore year but may declare them earlier. Once the major is declared, a member of the faculty in the major department, either chosen or assigned, serves as the student's adviser.

Major programs are offered by the following departments:

Afro-American Studies
Anthropology
Art
Astronomy
Biological Sciences
Chemistry
Classical Languages and Literatures
Computer Science
Dance
East Asian Languages and Literatures
Economics
Education and Child Study
English Language and Literature
French Language and Literature
Geology
German Studies
Government
History
Italian Language and Literature
Mathematics
Music
Philosophy
Physics
Psychology
Religion and Biblical Literature
Russian Language and Literature
Sociology
Spanish and Portuguese
Theatre

Interdepartmental majors are offered in the following areas:

American Studies
Biochemistry
Comparative Literature
Engineering*
Latin American and Latino/a Studies
Medieval Studies
Neuroscience
Women's Studies

If the educational needs of the individual student cannot be met by a course of study in any of the specified majors, a student may design and undertake an interdepartmental major sponsored by advisers from at least two departments, subject to the approval of the Committee on Academic Priorities. The guidelines for proposed student-designed interdepartmental majors are available in the class deans' office, College Hall 23, or from the Ada Comstock Scholars Office, College Hall 32.

* Pending institutional approval

Students in departmental majors or in student-designed interdepartmental majors may enter the honors program. A description of the honors program can be found on page 12.

On its official transcripts, the college will recognize the completion of no more than two majors, or one major and one minor, or one major and one Five College Certificate for each student, even if the student chooses to complete the requirements for additional majors, minors or certificates.

The Minor

Students may consider the option of a minor in addition to a major. A minor consists of a sequence, designated by the faculty, of 20 to 24 credits from one or more departments.

In addition to minors in many departments and programs offering majors, the following interdepartmental minors are offered:

Ancient Studies
Archaeology
East Asian Studies
Engineering*
Environmental Science
Ethics
Film Studies
History of Science and Technology
International Relations
Jewish Studies
Latin American and Latino/a Studies
Logic
Marine Sciences
Neuroscience
Political Economy
Public Policy
Third World Development Studies
Urban Studies

Student-Designed Interdepartmental Majors and Minors

This course of study must differ significantly from an established major or minor and must include concentrated work in more than one department. For majors, at least one of the departments or programs must itself offer a major. Majors are expected to include 36 to 48 credits in related courses in more than one department. Normally, a minimum of 24 credits are at the 200 level or higher and a minimum of eight are at the 300 level. One of the 300-level courses may be the integrating project.

Minors are expected to include 20 to 24 credits in related courses in more than one department, of which no more than eight credits should be at the 100 level and at least four should be at the 300 level.

Proposals for majors may be submitted no earlier than the first semester of the sophomore year and no later than the end of advising week of the second semester of the junior year. The deadlines for submission of proposals are November 30 and April 30. Proposals for minors may be submitted at any time after the major has been declared but no later than the end of the first semester of the senior year.

The major or minor proposal must include a statement explicitly defining the subject matter and method of approach underlying the design of the major or minor; course lists; and, for the major, a clearly formulated integrating course or piece of work. Proposals must include letters of support from all advisers representing the areas of study central to the major and written recommendations signed by the chairs indicating approval of the departments or programs in the major.

Information about student-designed interdepartmental majors and minors is available from the class deans and the director of the Ada Comstock Scholars Program.

Students in a student-designed interdepartmental major apply to undertake an honors program in that major through one of the departments or programs of the major.

Five College Certificate Programs

Five College Certificate Programs provide a directed course of study in various interdisciplinary fields through the resources available at the five area colleges. Certificate programs are offered in addition to or in conjunction with the student's major. Certificates are awarded upon successful completion of a program by the appropriate Five College faculty councils on the recommendation of designated faculty advisers from the student's home institution. Current certificate programs in

* Pending institutional approval

African studies and international relations require that the student earn a grade of B or above in all courses counting for the certificate and demonstrate competence in a language other than English. Each institution determines the method by which competence will be measured.

Advising

Premajor and Major Advisers

Each student has a faculty adviser who helps her select and register for courses that will satisfy the broad expectations of the college and will further her personal goals and aspirations. The dean of the first-year class assigns a premajor faculty adviser to each first-year student. This faculty member will continue to advise her until she chooses a major. The names of major advisers appear after each department's course listings.

Together the adviser and student devise a balanced academic program, making full use of the courses and programs available. The adviser approves all registration decisions, including changes made to the course program after the beginning of a semester. An adviser can help a student find academic and personal resources and can help her select and pursue various optional programs.

In addition to aiding in the selection of courses, major advisers often counsel students about preparation for graduate schools or careers. The more clearly a student can articulate her own vision and goals, the more productive will be her relationship with her adviser.

Minor Advisers

A student electing a minor will have the guidance of a faculty adviser who represents the discipline, in addition to the help of her major adviser. She normally must consult with her minor adviser at the time she initially elects the minor, and again when she needs to certify that the minor has been completed.

Engineering Advising

Students who are interested in engineering should consult the faculty listed on page 175.

Prebusiness Advising

Students who are interested in pursuing a graduate program in business should consult with the Career Development Office, which provides information and advice about all career fields and graduate training. Juniors and seniors who wish further advice on admissions criteria may consult a member of the Prebusiness Advisory Group. Please contact the Career Development Office for the names of faculty and staff members who are members of this group.

Premedical and Prehealth Professions Advising

Students who wish to prepare for a career in the health professions have special advising needs. They may major in any subject, provided they include in their program courses that will satisfy the minimum entrance requirements for health professions schools.

Students interested in a premedical or other health-related program should consult page 118 for important information.

Prelaw Advising

The prelaw adviser in the government department works with the college's Career Development Office to guide students who are considering a law career or legal training. Whether or not a student majors in government, we encourage her to talk with the prelaw adviser about her objectives and her academic program.

Academic Honor System

In 1944, the students of Smith College voted to establish the Academic Honor System in the belief that each member of the Smith community has an obligation to uphold the academic standards of the college. The basic premise on which the code is based is that the learning process is a product of individual effort and commitment accompanied by moral and intellectual integrity. The Academic Honor Code is the institutional expression of these beliefs. The code requires that each individual be honest and respect and respond to the demands of living responsibly in an academic community.

Special Programs

Accelerated Course Program

With permission of the administrative board, students having a cumulative average of at least B (3.0) may complete the requirements for the degree in six or seven semesters. Four semesters, including two of these in the junior or senior year, must be completed in residence at Smith College in Northampton. A student who intends to study away from campus during the junior year should file her acceleration proposal by the end of the first year.

A maximum of 32 credits can be accumulated toward the degree through a combination of Advanced Placement (or similar), pre-matriculation and summer school credits. Students whose acceleration plans include courses to be taken during Interterm should be aware of the fact that these courses are limited both in number and in enrollment and cannot be guaranteed as part of the acceleration plan. Requests for permission to accelerate should be filed with the student's class dean at least two full semesters before the proposed date of graduation.

The Ada Comstock Scholars Program

The Ada Comstock Scholars Program at Smith combines the rigorous academic challenges of our undergraduate program with flexibility for women beyond traditional college age.

Many women choose to work or raise a family rather than complete an education, but later wish to return to earn a degree. Established in 1975, the Ada Comstock Scholars Program allows women of nontraditional age to complete a bachelor of arts degree either part-time or full-time. Each Ada Comstock student attends the same classes and fulfills the same requirements as do all other Smith students. The program provides academic advising, special orientation programs, peer advising, a center for the exclusive use of participants in the program, and some housing. Career counseling and academic assistance are provided through specialized offices available on campus. Financial aid is available to all admitted students based on demonstrated need.

Reasons for becoming an Ada Comstock Scholar differ as widely as each woman's history, age, marital status, parenting circumstances and socioeconomic level. Each Ada Comstock Scholar has a high level of ability, strong motivation and at least a year of transferable liberal arts credit. This widely disparate group of women contributes vigor, diversity of perspective, intellectual ability and enthusiasm to all aspects of Smith life. Their achievements confirm the academic standard of the college.

A student admitted through the Office of Admission normally will not be permitted to change her class status to Ada Comstock Scholar. A candidate's status as an Ada Comstock Scholar must be designated at the time of application.

For information about application procedures, see page 45. Information about expenses and how to apply for financial aid can be found on pages 34 and 39. For more information about the Ada Comstock Scholars Program, contact the program office at (413) 585-3090; e-mail, comstock@smith.edu; or fax (413) 585-3595.

Community Auditing: Nonmatriculated Students

Members of the local community are eligible to audit a lecture course at Smith on a space-available basis with the permission of the instructor and the registrar. Both forms for the faculty member's signature and more information about auditing are available at the Office of the Registrar. A fee is charged and is determined by the type of course. Normally studio art courses are not open to non-matriculated students. Auditors are invited to attend classes, but they do not participate in other aspects of college life. Records of audits are not maintained.

Five College Interchange

After the first semester of her first year, a student in good standing may take a course without additional cost at Amherst, Hampshire and Mount Holyoke colleges or the University of Massachusetts, if the course is appropriate to the educational plan of the student and approved by Smith College. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's

office. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Departmental Honors Program

The Departmental Honors Program is for qualified students who want to study a particular topic in depth or undertake research within the department of the major. Students should consult the departmental director of honors about application deadlines. Students must have departmental permission and a 3.3 average for all courses in the major and a 3.0 average for courses outside the major through the junior year. Only Smith College, Five College and Smith College Junior Year Abroad grades are counted. Departmental honors requirements are outlined in the catalogue following each department's course offerings. Information regarding procedures can be obtained from departmental directors of honors, the class deans or the director of the Ada Comstock Scholars Program. The culmination of the work is a thesis written under the direction of a member of the department.

Independent Study Projects/ Internships

Independent study projects may be proposed by juniors and seniors who wish to complete a special project of work or study on or off campus. All projects must be approved by the Committee on Academic Priorities and are under the direct supervision of Smith College faculty members. The maximum that may be granted for an off-campus project is eight credits. The maximum that may be granted for an on-campus project is 16 credits. Any independent study project must be completed within a single semester. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program. Information about the Independent Study Program is available in the office of the class deans and the Ada Comstock Scholars office. No independent study project may be undertaken during the summer or January.

All internships for credit must be approved in advance by the Committee on Academic Priorities and are under the direct supervision of a member or members of the faculty of Smith College. A maximum of eight credits can be granted for approved internships. Credit is not given for internships undertaken during January. For summer internships, tuition is charged by the credit. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a summer or first-semester program. Information and applications for internships are available in the office of the class deans and the Ada Comstock Scholars office. A maximum of 16 credits for independent study projects and internships combined is allowed.

Smith Scholars Program

The Smith Scholars Program is designed for highly motivated and talented students who want to spend one or two years working on projects of their own devising, freed (in varying degrees) from normal college requirements. A student may apply at any time after the first semester of her sophomore year and must submit a detailed statement of her program, an evaluation of her proposal and her capacity to complete it from those faculty who will advise her and two supporting recommendations from instructors who have taught her in class. The deadlines for submission of proposals for the Smith Scholars Program are November 30 and April 30 of the student's junior year. The proportion of work to be done in normal courses will be decided jointly by the student, her adviser(s) and the Committee on Academic Priorities. Work done in the program may result in a thesis, a group of related papers, an original piece of work, such as a play, or some combination of these.

A Smith Scholar may or may not complete a regular departmental major. Further details, guidelines and applications are available from department chairs, honors directors, the class deans and the director of the Ada Comstock Scholars Program.

Study Abroad Programs

Smith College offers a wide range of study abroad programs, from Smith's own programs in Western Europe, to Smith-approved programs all over the world. For the Smith Junior Year Abroad (JYA)

programs in Florence, Hamburg, Geneva and Paris, a JYA program application must be filed by February 1 in the Office for International Study. For all other study abroad programs, students must submit a plan of study for college approval in the semester prior to studying abroad. (February 15 for fall or full-year study; October 15 for spring semester study.) Students may contact the Office for International Study for information on deadlines and procedures.

For all programs, the Smith College comprehensive fee is charged. The comprehensive fee, covering tuition, room and board when classes are in session, is the same as the comprehensive fee for a year's study in Northampton. Smith pays tuition, room and board on behalf of the student to the study abroad program or the host institution.

Students are responsible for all expenses and all travel during vacations. Incidental expenses vary according to individual tastes and plans, and funds for such expenses are not covered by the comprehensive fee.

Financial aid is available for all approved study abroad programs on the same basis as it is for study in Northampton.

All students who wish to study abroad must obtain approval from the Office for International Study. Students must be in good academic and student judicial standing, have a declared major and no shortage of credit at the time of application to be approved for study abroad. Exceptions are considered on a case-by-case basis. Students should note that a year or semester abroad does not count toward the required two years in residence at Smith College.

Smith College Junior Year Abroad Programs

The Smith College Junior Year Abroad Programs provide students in a wide variety of disciplines with the opportunity for study, research, internships and residence in foreign countries. Smith faculty direct the four programs in Europe: France (Paris), Germany (Hamburg), Italy (Florence) and Switzerland (Geneva). The programs provide a rich opportunity to observe and study the countries visited. Students are encouraged to enjoy the music, art and theatre of each country; meetings are arranged with outstanding scholars, writers and leaders. During the academic year students board with local families, or live in student dormitories or in other college-approved housing. During vacations students are free to travel, although by special arrangements in some programs they may stay in residence if they prefer.

Each Smith JYA program lasts a full academic year; students are not accepted for a single semester. A student studying on a Smith College Junior Year Abroad Program will normally receive 34 credits for the academic year. In exceptional cases, with the permission of the director and the associate dean for international study, students may earn up to 40 credits for a year on a Smith Junior Year Abroad Program.

Each program is directed by a member of the Smith College faculty who serves as the official representative of the college. The director oversees the academic programs and general welfare of the students. During vacations the college assumes no responsibility for participants in the Junior Year Abroad Programs. The supervision of the director ends with the close of the academic year.

Applicants should have a minimum cumulative grade point average of 3.0 (B), a declared major and a minimum of two years of college-level instruction in the appropriate language before they can be selected to spend the year abroad. All prospective candidates are urged to seek advice, beginning in their first year, concerning the best sequence of courses in the language of the country in which they wish to study. Students who spend the junior year abroad may apply for admission to the honors program at the beginning of the senior year.

Each year, participants for the Junior Year Abroad programs are selected by a selection committee which reviews the applications in detail. The selection process is competitive. Participants are selected from both Smith College and other colleges. All applications for the Smith College Junior Year Abroad Programs, including recommendations, must be filed with the Office for International Study by February 1.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the

year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

FLORENCE

The year in Florence begins with six weeks of intensive work in the Italian language. Classes in art history, literature and history are offered during orientation as preparation for the more specialized work of the academic year. At the beginning of November the students are matriculated at the Università di Firenze together with Italian students. Students may elect courses offered especially for Smith by university professors at the Smith Center, as well as the regular university courses. Thus, a great variety of subjects is available in addition to the traditional courses in art history, literature and history; other fields of study include music, religion, government, philosophy and comparative literature. The students live in private homes selected by the college. Since classes in Florence are conducted entirely in Italian, students are expected to have an excellent command of the language. Sixteen credits of college-level Italian are required for participation.

GENEVA

The year in Geneva is international in orientation and offers unique opportunities to students of government, economics, economic history, European history, international relations, comparative literature, French studies, anthropology, psychology, American studies, East Asian studies, sociology, history of art and religion. Students are fully matriculated at the Université de Genève and take courses at its associate institutes as well, where the present and past roles of Geneva as a center of international organization are consciously fostered. Exceptional opportunities include internships in international organizations, the faculty of psychology and education that continues the work of Jean Piaget, and the rich holdings of the museums of Geneva in Western and Oriental art.

Students in the program attend a preliminary session of intensive language training in Paris in September. The academic year begins in mid-October and continues until early July. Since classes in Geneva are conducted in French, students are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

HAMBURG

The academic year in Germany consists of two semesters (winter semester from mid-October to mid-February and summer semester from the beginning of April to mid-July) separated by a six-week vacation during which students are free to travel. The winter semester is preceded by a six-week orientation program in Hamburg providing language review, an introduction to current affairs and to the city of Hamburg, and excursions to other places of interest in Germany. During the academic year the students are fully matriculated at the Universität Hamburg. They attend regular courses offered by the university, special courses arranged by Smith and tutorials coordinated with the course work. The program is open to students in almost every major field of study, and a wide variety of courses is available, including art (studio and history), biology, economics, history, history of science, literature, mathematics, music history, philosophy, physics, psychology, religion and sociology. Since classes in Hamburg are conducted in German, students are expected to have an excellent command of the language; normally, four semesters of college German are required for participation in the program.

PARIS

The program in France begins with a six-week period in Aix-en-Provence devoted to intensive work in the language, supplemented by courses, lectures and excursions. In early October, each student selects a program of courses suited to her particular major. A wide variety of disciplines can be pursued in the various branches of the Université de Paris; for example, art history at the Institut d'Art et d'Archéologie; studio art at the Atélier St. Paul; government or economics at the Institut d'Études Politiques; history, literature, philosophy, religion and many other subjects at the Sorbonne (Paris IV). Courses at such institutions are sometimes supplemented by special tutorials. A few courses or seminars are arranged exclusively for Smith students. The students live in private homes selected by the college. Since classes in Paris are conducted in French, students

are expected to have an excellent command of the language. For prerequisites, see the requirements for study abroad under French Language and Literature.

Smith-Approved Study Abroad

There are Smith-approved programs in all regions of the world, including Latin America, Asia, Africa, English-speaking countries, and countries in Europe not served by Smith programs. Smith-approved study abroad programs are selective but generally open to students with a strong academic background and sufficient preparation in the language and culture of the host country. A list of approved programs is available from the Office for International Study along with the guidelines for study abroad. Students wishing to petition for approval for a program not approved by Smith must do so by mid-semester prior to the deadline for study abroad applications.

Faculty at Smith advise students about study abroad course selection, and several academic departments have a special affiliation with specific Smith-approved programs. Consult the Web page of the Office for International Study, www.smith.edu/studyabroad, for the complete list of approved programs, including some alternatives to the programs below. Programs with a Smith affiliation or an active Smith faculty advising role include the following:

ASSOCIATED KYOTO PROGRAM (AKP)
Smith is one of the sponsors of the year-long AKP program in Japan and conducts the selection process. Interested students should consult the faculty in East Asian Languages and Literatures and East Asian Studies. Faculty in these programs also advise students about **ASSOCIATED COLLEGES IN CHINA (ACC).**

BROWN UNIVERSITY IN BRAZIL
Interested students should consult the faculty in Spanish and Portuguese.

BUDAPEST SEMESTERS IN MATHEMATICS
Interested students should consult the faculty in mathematics.

INTERCOLLEGIATE CENTER FOR CLASSICAL STUDIES IN ROME (ICCS)
Interested students should consult the faculty in the Department of Classical Languages and Literatures.

PROGRAMA DE ESTUDIOS HISPANICOS IN CORDOBA (PRESHCO)
Smith is one of the sponsors of the program in Cordoba, Spain, and conducts the selection process. Interested students should consult faculty in the Department of Spanish and Portuguese.

SCHOOL FOR FIELD STUDIES PROGRAMS
Interested students should consult the faculty in Environmental Science and Policy.

SOUTH INDIA TERM ABROAD (SITA)
Smith is one of the sponsors of this fall semester program and conducts the selection process. Interested students should consult the Office for International Study, which also advises students about Brown University in India.

The Russian department advises students about all approved programs in Russia. The Spanish and Portuguese and the Latin American Studies departments jointly advise students about all approved programs in the Spanish- and Portuguese-speaking world.

Off-Campus Study Programs in the U.S.

Jean Picker Semester-in-Washington Program

The Department of Government offers the Jean Picker Semester-in-Washington Program during the fall semester to provide juniors and seniors in government or related majors an opportunity to study the process by which public policy is made and implemented at the national level. The program is described in detail on page 237.

Internship at the Smithsonian Institution

The American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. Under the supervision of out-

standing scholars, qualified students may examine some of the finest collections of materials relating to the development of culture in America. The program is described in detail on page 77.

Twelve College Exchange Program

Smith College participates in an exchange program with the following colleges: Amherst, Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Trinity, Vassar, Wellesley, Wesleyan, Wheaton and Williams. The exchange is open to a limited number of students with a minimum 2.8 average and is intended primarily for the junior year. Normally, students participating in the program may not transfer to the host institution at the end of their stay there. Students should be aware that the member colleges may limit or eliminate their participation in the exchange in any particular year, due to space constraints.

A limited pool of financial aid is available for students studying in the Twelve College Exchange. International students may apply for the exchange; however, Smith financial aid does not carry to the host institution.

One-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, sponsored by Connecticut College, the Williams–Mystic Seaport Program in American Maritime Studies, in Mystic, Connecticut, sponsored by Williams College and Biosphere2, sponsored by Columbia University.

Students accepted into the program are expected to pay the fees set by the host institution and to comply with the financial, social and academic regulations of that institution. The course of study to be followed at the host institution must have the approval of the student's major adviser at Smith College.

Application forms are available in the class deans' office.

Pomona-Smith Exchange

The college participates in a one-to-one student exchange with Pomona College in Claremont, California. Sophomores and juniors in good standing, with a minimum 3.0 (B) average, are eligible to apply. Applications are available in the class deans' office.

Study at Historically Black Colleges

Interested students may apply for a year's study, usually in the junior year, at one of several historically black colleges. The course program to be followed at the host institution must have the approval of the student's major adviser at Smith College. Further information and application forms are available in the Office of the Class Deans.



The Campus and Campus Life

Smith's 125-acre campus is a place of physical beauty and interesting people, ideas and events. Students enjoy fine facilities and services in a stimulating environment. We continually improve our library and museum holdings, which are already among the finest in the country, and upgrade our equipment to give students here every technological advantage.

Smith attracts faculty members and students who are intellectually energetic and highly motivated. Together, we form a community with diverse talents and interests, skills and training, and religious, cultural, political, geographic and socioeconomic backgrounds. Many groups, activities and events arise from our broad range of interests. Members of the Five College community are welcome in classes and at most campus events. Their participation expands even further the perspectives and experiences we represent.

All undergraduate students at Smith are part of the Student Government Association, which supports more than 90 student organizations and their projects and programs. These organizations enrich the lives of their participants and of the general community through a wealth of concerts, presentations, lectures, readings, movies, workshops, symposia, exhibits and plays that enhance the rhythm of campus life. Academic and administrative departments and committees, resource centers, individual faculty members and alumnae also contribute to the already full schedule.

The pace and style of campus life vary greatly, as each woman creates the academic and social lifestyle best suited to her taste. Daily campus life includes periods both of great activity and movement and of quiet and intense concentration. There is time for hard work, for listening and speaking, for learning and teaching and for friends, fun and relaxation. The extracurricular social, athletic and cultural events on campus, in Northampton, and in the Five College area keep this an exciting center of activity. Each student learns through the overwhelming choices open to her how to develop and sustain a pace of life that is balanced and fulfilling.

Facilities

Much of the daily campus activity at Smith occurs in the following centers.

Smith College Libraries

With a collection of more than 1.4 million books, periodicals, microforms, maps, scores, recordings, rare books, archives, manuscripts and computer databases, the Smith College Libraries rival many university libraries. We are committed to providing undergraduates with firsthand research opportunities not only through our extensive resources but also through specialized services. We maintain open stacks, provide individual research assistance, collaborate with faculty in teaching classes on research tools and techniques and borrow materials from other libraries at no cost through our international interlibrary loan service. The libraries' Web page (www.smith.edu/libraries) links students to the Five College Library catalogue, with the holdings of Smith, Amherst, Mount Holyoke and Hampshire colleges and the University of Massachusetts at Amherst, to general and subject databases, to full-text resources and to the Internet.

The William Allan Neilson Library, named after Smith's third president, serves as the main social sciences and humanities library and includes the library administrative offices. On the third floor, the Mortimer Rare Book Room showcases more than 25,000 printed books in all subjects from the 15th through 20th centuries plus the Virginia Woolf and Sylvia Plath manuscript collections. The Rare Book Room is open to all undergraduates for browsing and in-depth study of these specialized materials.

The Alumnae Gymnasium, connected to Neilson Library, houses the Sophia Smith Collection, the oldest national repository for primary

sources in women's history; the College Archives, which documents the history of Smith; and the Nonprint Resources Center, which collects a variety of video materials.

Strong branch libraries help set Smith apart from other undergraduate colleges by providing specialized resources and services in specific subject areas. The three branches, described in sections below, are the Hillyer Art Library in the Fine Arts Center, the Young Science Library in Bass Hall (Clark Science Center) and the Werner Josten Library for the Performing Arts in the Mendenhall Center.

Neilson Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–11 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Clark Science Center

The Clark Science Center is composed of six interconnected buildings housing eight academic departments (astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics and psychology) and four programs (biochemistry, engineering, environmental science and policy and neuroscience), with approximately 85 faculty and 20 staff. The center, which includes Burton, Sabin-Reed, McConnell and Bass halls, the temporary engineering building and Young Science Library, meets the most exacting specifications for modern scientific experimentation and equipment. Science center facilities include traditional and computer classrooms, seminar rooms, a large lecture hall, a computer resource center, student laboratories and faculty offices and research space. The educative mission in the sciences is supported by an administrative office, stockroom, technical shop, environmental health and safety services, science inreach programming and an animal-care facility. The Young Science Library, a state-of-the-art science library and one of the largest science libraries at a liberal arts college in the United States, houses more than 155,000 volumes, 22,500 microforms, 700 periodical subscriptions, and 152,000 maps, and provides a wide array of computer databases and other electronic resources including access to the Internet from 15 computer workstations. Student laboratories customarily enroll between 12 and 20 students and are faculty taught. Summer student research opportunities are available.

Adjacent to the Clark Science Center are the Botanic Gardens and Lyman Plant House, with greenhouses illustrating a variety of climates. The campus grounds are an arboretum, with plants and trees labeled for easy identification.

Young Science Library hours (Academic Year)

Monday–Thursday	7:45 a.m.–midnight
Friday	7:45 a.m.–11 p.m.
Saturday	10 a.m.–10 p.m.
Sunday	10 a.m.–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Fine Arts Center

The three portions of the Fine Arts Center serve different functions. Hillyer Hall, which houses the art department, is a center for the creative endeavors of students and faculty. Its studios for students of drawing, painting, design, sculpture, printmaking and photography are supplemented by darkroom facilities, faculty offices and classrooms. It also houses the Hillyer Art Library, with more than 90,000 volumes, 37,000 microforms, 325 current periodical titles and a full range of electronic resources.

Tryon Hall is home to the Smith College Museum of Art, known as one of the nation's outstanding museums affiliated with a college or university. Its collection, numbering approximately 24,000 objects, represents works dating from the 25th century B.C. to the present.

The Fine Arts Center is closed for expansion and renovation. Courses for academic year 2000–01 will be held in alternate on-campus locations. The Museum of Art closed after fall semester 1999 and is expected to reopen in early 2003.

Art Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–midnight

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Museum hours

The Museum of Art is closed for renovation. Staff can be reached Monday through Friday, 9 a.m. to 5 p.m., at Leonard House at the Clarke School for the Deaf, 32 Round Hill Road.

Mendenhall Center for the Performing Arts

Named for Thomas Mendenhall, president of the college from 1959 to 1975, the Center for the Performing Arts celebrates music, theatre and dance. Three sides of the quadrangle were completed in 1968, joining Sage Hall to complete the college's commitment to modern and comprehensive facilities for the performing arts. Berenson Studio for dancers accommodates both individual and class instruction in two mirrored studios. The theatre building has extensive rehearsal space, shops and lounges that support productions in Theatre 14, which holds an audience of 458; the versatile Hallie Flanagan Studio Theatre, with its movable seats for 200; and the T.V. studio, which has flexible seating for 80. The Werner Josten Library welcomes students, making available more than 90,000 books and scores, 600 video recordings, 237 current periodical titles and 55,000 recordings to enjoy in comfortable reading rooms and in listening rooms for individuals and groups. Newly renovated Sage Hall allows students to practice their music at one end and perform it in a gracious 750-seat auditorium at the other. In between are faculty offices and classrooms. The Mendenhall Center for the Performing Arts is crowned by a tower with a peal of eight bells hung for change ringing.

Werner Josten Library hours

Monday–Thursday	8 a.m.–11 p.m.
Friday	8 a.m.–9 p.m.
Saturday	10 a.m.–9 p.m.
Sunday	noon–11 p.m.

Hours vary during reading and exam periods, intersession, summer, vacations and holidays.

Wright Hall

Wright Hall supports many activities of learning in a variety of ways. The large auditorium for 400, the seminar rooms, the Center for Foreign Languages and Cultures, the Jahnige Social Science Research Center with 24 computer stations and more than 500 data sets, the conference lounge and the 51 faculty offices draw students for formal classroom study, for lectures and special presentations, for informal discussions and for research.

Center for Foreign Languages and Cultures (CFLAC)

The Center for Foreign Languages and Cultures maintains a state-of-the-art multimedia resource center (Wright Hall 7) and media classroom (Wright 233), housing a network of student workstations with integrated computer, audio and video components for the study of foreign language, culture and literature. In the center, students may explore foreign cultures with the aid of interactive video discs and tapes, digitized video and audio and CALL (computer assisted language learning) programs. The center also supports the Audio Tape Library (window outside Wright 6), where students may check out audiocassettes for over 30 courses in 10 foreign languages. Faculty members may receive assistance at the center in evaluating commercial courseware, in creating original interactive audio and video as well as CALL materials, or in organizing research projects in the field of second language acquisition.

Center Hours

Monday–Thursday	8:30 a.m.–noon
	1– 6 p.m.
	7–11 p.m.
Friday	8:30 a.m.–noon
	1–5 p.m.
Saturday	1–5 p.m.
Sunday	1–5 p.m.
	7–11 p.m.

Information Technology Services

Information Technology Services' academic facilities span the campus, with public computing labs in several buildings and a campus-wide fiber-optic network allowing computer access from all build-

ings and residential houses. Resources, which are continually expanding, include more than 500 IBM-compatible and Macintosh computers used for word processing, graphics, numerical analysis, electronic mail and access to the Internet; and numerous UNIX computers, used for statistical analysis, computer programming, electronic communications and other class assignments. In addition, Information Technology Services administers the Smith College Computer Store, through which a student may purchase a personal computer at a discounted price. There are no fees for the use of computers and printers in the resource centers, nor do Smith students need to be enrolled in a course using computers to have access to them. Students living on campus also have access to Smith's computer resources and the Internet through CyberSmith, the residential house network.

Jacobson Center for Writing, Teaching and Learning

From its offices in Seelye 307, the Jacobson Center offers a variety of programs to help students develop skills in writing and effective learning. A staff of professional writing counselors is available to review student drafts, point out strengths and weaknesses, listen to new ideas and make suggestions for improvement. In the evenings and on weekends the same services are provided by student writing assistants stationed in the center and other campus locations. In the tutorial program, students seeking help with a particular subject—economics or French, psychology or mathematics, virtually any subject taught at Smith—are matched with student tutors who have done well in the subject and have been recommended by faculty members. A quantitative skills counselor works with students who need help with the mathematical content of their course work. All of these services are free and are used by substantial numbers of Smith students, ranging from first-year students taking their first college courses to seniors writing Honors essays. The Jacobson Center also offers workshops in time management and study skills. It maintains a library of resources on improving teaching skills for faculty members and, in conjunction with the dean for academic development, sponsors for faculty an extensive program of colloquia on teaching issues.

Athletic Facility Complex

Just as Alumnae Gymnasium was the "state of the art" gymnasium back in 1892 when women's basketball was first introduced, today's three-building athletic complex is equally impressive. Scott Gymnasium is home to a dance studio, gymnasium, weight room with Eagle and free weights, training room and the Human Performance Laboratory. The newer Ainsworth Gymnasium provides a swimming pool with one- and three-meter diving boards, six newly renovated international sized squash courts, a fitness studio with a 24-foot-high climbing wall and an intercollegiate gymnasium. The indoor track and tennis building, the site of three national NCAA track meets, includes four tennis courts and a 200-meter track. The facilities of the sports complex are augmented by 30 acres of athletic fields. Soccer, lacrosse, field hockey, rugby and softball fields are encircled by a 3/4-mile cinder jogging track. For the serious runner, there is a 400-meter all-weather track, and for those who enjoy the peaceful solitude of a run through the woods, there is a 5,000-meter cross-country course. Equestrians can enjoy the indoor riding ring while the avid tennis competitor will find the 12 lighted outdoor courts a pleasure. The boathouse on Paradise Pond is home to the Smith Outdoors Program and is open for novice rowers or canoe paddlers.

Ainsworth/Scott Gymnasium and Indoor Track and Tennis Facility

Monday–Thursday	6 a.m.–11 p.m.
Friday	6 a.m.–9 p.m.
Saturday–Sunday	8 a.m.–9 p.m.

Student Residence Houses

Smith is a residential college, and students are expected to reside on campus during their academic studies at Smith. Students live in 35 residence buildings with capacities of 12 to 100 students. The houses range in architectural style from modern to Gothic to classic revival. Each house has a comfortable living room, a study or library, and laundry facilities. Many houses have a dining room where students eat meals prepared by the house kitchen staff or they share a dining room with other houses within the same geographic area. Students at all levels, from first-years to seniors, live together in

each house, advising, supporting, and sharing interests with one another. A variety of living options are available for students: two cooperative houses and apartments for Ada Comstock Scholars and returning students provide alternative living arrangements. A small cooperative house and an apartment complex for a limited number of juniors and seniors offer alternative living arrangements to students.

Intercollegiate Athletics, Intramurals and Club Sports

A three-tier system of intercollegiate athletics, intramurals and club sports provides satisfying and successful experiences that will develop in the Smith student a desire to participate in activity regularly throughout life. Our broad-based athletic program invites students to participate on one of 14 intercollegiate teams. House-organized intramural teams offer intense rivalries while our club sports introduce training in several sports. These experiences provide opportunities to compete as well as to cooperate with others in striving for achievement of common goals.

Career Development

The Career Development Office provides assistance to students, alumnae, Smith staff and faculty and their families in preparing for changing career environments and climates. We work with Smith women to help them develop global and personal foresight so that they can direct the change in their lives.

Our professional staff offers counseling, both individually and in groups, and our services are available 52 weeks a year. We hold seminars, workshops and panel discussions that cover internships, career choice and decision making, résumé writing, interviewing and job search techniques, alumnae networking, career presentations, applying to graduate and professional schools and summer jobs. We teach people of all ages how to assess their individual interests, strengths and weaknesses; how to establish priorities and make decisions; how to present themselves effectively; and how to do all of this successfully at different stages of their lives. Our extensive career resource library supports students in their research.

We encourage all members of the Smith community to participate in their own career development. We are a network that allows students to translate their academic and extra-curricular pursuits and their hopes and expectations into fruitful plans for the future. We also support alumnae as they undertake their plans and ask them to support the students yet to come by participating as informal advisers in the Alumnae Career Advising Service. Alumnae and families of staff and faculty are charged a small fee for individual counseling appointments and various publications and self-assessment materials, but there is no charge for the use of print and non-print materials or for short drop-in advising sessions. Smith employees pay no fee for individual counseling. We see the Career Development Office as one of the most important implementers of the Smith "lifetime guarantee." Students, staff and alumnae are encouraged to visit the CDO home page at http://www.smith.edu/cdo for updated calendar and career resource connections. Students and alumnae can access jobs, internships and alumnae contacts through E-access, the CDO's on-line service.

Health Services

Health Services provides medical and psychological services and health education for all Smith students. Through outpatient services located in the Elizabeth Mason Infirmary, students see physicians, nurse practitioners and nurses for medical problems and questions, just as they would see their own providers at home. For psychological issues, students see social workers, psychologists and graduate social work interns. A psychiatrist is also available.

The same standards of confidentiality apply to the doctor-patient relationship at Smith as to all other medical practitioners. We offer a full range of outpatient services to our patient population, including gynecological exams and testing; nutrition counseling; routine physicals for summer employment and graduate school; immunizations for travel, flu and allergies; and on-site laboratory services.

Students who are ill and need some medical supervision but do not require an acute care hospital may be admitted to our intermediate health care facility by one of the college providers. There is a charge for this care for those students not

electing to enroll in one of the Smith College insurance plans. In case of unusual or serious illness, specialists in the Northampton and Springfield areas are available for consultation.

The Counseling Service provides consultation, individual and group psychotherapy and psychiatric evaluation and medication. These services are strictly confidential and are available to all students free of charge.

The health educator plays an active role on campus, holding workshops and classes and making students aware of ways to promote wellness and prevent illness and injury. Students may work collaboratively with the health educator as peer educators.

The college offers its own insurance policy, underwritten by an insurance company, that covers a student in the special circumstances of a residential college. It extends coverage for in- and outpatient services not covered by many other insurance plans. However, this policy does have some distinct limitations. Therefore, we strongly urge that students having a pre-existing or recurring medical or psychiatric condition continue their precollege health insurance. A student electing to waive the college insurance plan must do so before the beginning of the first semester and must give her membership number and the name and address of the insurance carrier to the treasurer's office. Failure to do so will result in automatic enrollment in the college health plan.

We maintain certain regulations in the interest of community health as outlined in the college handbook and expect all students to comply. Before arriving at the college, each student must have completed her Health Pre-Admission Information Form and sent it to the Health Services. It is important to note that Massachusetts law now mandates the immunizations requested before registration. Students accepted for a Junior Year Abroad Program or who plan to participate in intercollegiate sports or certain exercise and sport programs may be required to have a physical exam by a college practitioner first.

Religious Expression

The dean of religious life encourages and develops the many expressions of religious life and ethical concerns that characterize a pluralistic community like Smith's. Assisting the dean are the director of S.O.S. (the Service Organizations of Smith) and three chaplains to the college, each of whom serves as an adviser to one of the major religious communities. The chaplains are dedicated to promoting a spirit of mutual respect and interfaith collaboration. They organize weekly services in Jewish, Protestant and Catholic traditions and advise many of the religious organizations that meet in the chapel. These include the Hillel Foundation, the Protestant Ecumenical Christian Church and the Newman Association, as well as the religious life liaisons and the heads of the religious organizations. They also work to facilitate the activities of Om, the Hindu organization; Al-Iman, the Muslim student organization; the Buddhist Meditation Group; and many others. Other student religious groups, including the Inter-Varsity Christian Fellowship, the Keystone Campus Crusade for Christ, the Baha'i Fellowship, a Five College Christian Science organization, the Korean Christian Church, the Episcopal/Lutheran Fellowship and the Association of Smith Pagans, also use the facilities of the chapel.

The chapel is home to a robust musical program as well. The College Choirs, the Handbell Choir, the College Glee Club and many visiting musical groups as well as faculty and student musicians perform during worship services on Sunday morning and Sunday afternoon. The chapel's Aolian-Skinner pipe organ and a smaller tracker organ are used for teaching as well as performances.

Religious expression takes many forms in the chapel, including lectures, drama, art exhibits and dance performances.

A kosher co-op in Dawes House is available for students who observe special dietary laws. Students prepare and share meals as part of their regular board plan.

The Service Organizations of Smith provide volunteer opportunities and internships in community agencies.

College policy states that any student who is unable because of religious observances to attend classes or to participate in an examination, study or work on a particular day will be excused from such activities without prejudice and will be given an opportunity to make them up, provided such make-up examinations or work does not create an unreasonable burden on the college. No fees will be charged for rescheduling examinations.

The Student Body

Summary of Enrollment

UNDERGRADUATE STUDENTS

	Class of 2001	Class of 2002	Class of 2003	Class of 2004	Ada Comstock Scholars	Totals
Northampton area[1]	672[2]	404	658	635	159	2,528
Not in residence[3]	27	302	11	0	0	340

Five College course enrollments at Smith:

First semester	456
Second semester	518

GRADUATE STUDENTS

	Full-time degree candidates	Part-time degree candidates	Special students
In residence	42	36	8

1. Guest students are included in the above counts.
2. This includes 50 Ada Comstock Scholars.
3. Smith students studying in off-campus programs and students on leave from the college are included in the above totals of students "not in residence." In the Junior Year Abroad Programs, there are 29 Smith students in Paris; eight Smith students and four guest students in Hamburg; 17 Smith students and two guest students in Geneva; and 19 Smith students in Florence.

In accordance with the Student Right-To-Know and Campus Security Act, the graduation rate for students who entered Smith College as first-year students in September 1994 was 81 percent by May 2000. (The period covered is equal to 150 percent of the normal time for graduation.)

Geographical Distribution of Students by Residence, 2000–01

UNITED STATES	
Alabama	4
Alaska	6
Arizona	22
Arkansas	2
California	213
Colorado	24
Connecticut	169
Delaware	11
District of Columbia	13
Florida	68
Georgia	21
Guam	1
Hawaii	7
Idaho	3
Illinois	58
Indiana	29
Iowa	13
Kansas	11
Kentucky	13
Louisiana	9
Maine	68
Maryland	50
Massachusetts*	597
Michigan	35
Minnesota	51
Mississippi	4
Missouri	12
Montana	6
Nebraska	8
Nevada	1
New Hampshire	61
New Jersey	119
New Mexico	5
New York	292
North Carolina	13
North Dakota	3
Ohio	46
Oklahoma	6
Oregon	37
Pennsylvania	90
Rhode Island	24
South Carolina	13
Tennessee	8
Texas	65
Utah	10
Vermont	72
Virgin Islands	1
Virginia	51
Washington	61
West Virginia	7
Wisconsin	22
Wyoming	3

FOREIGN COUNTRIES	
Armenia	1
Australia	2
Bangladesh	4
Brazil	2
Bulgaria	6
Canada	6
Denmark	1
Ethiopia	1
France	3
Germany	7
Ghana	3
Greece	5
Guatemala	1
Guyana	1
Hong Kong	2
India	12
Indonesia	2
Italy	3
Jamaica	1
Japan	10
Kuwait	1
Kyrgyzstan	1
Latvia	1
Lesotho	1
Lithuania	2
Malaysia	3
Malta	1
Nepal	2
Netherlands	2
Nigeria	1
Norway	1
Oman	3
Pakistan	8
People's Republic of China	4
Philippines	2
Poland	2
Republic of Korea (South)	24
Romania	3
Russia	2
Saudi Arabia	1
Senegal	1
Serbia	1
Singapore	5
Slovakia	1
Sri Lanka	1
Sweden	1
Switzerland	3
Taiwan	1
Thailand	3
Trinidad and Tobago	1
Turkey	6
Ukraine	1
United Arab Emirates	1
Vietnam	1
Zimbabwe	1

* This includes Ada Comstock Scholars who move to Northampton for the purpose of their education.

Majors	Class of 2001 (Seniors)	(Honors)	Class of 2002	Ada Comstock Scholars	Totals
Government	71	6	80	4	161
Art					
Art: Architecture & Urbanism	4	0	6	1	11
Art: History	29	0	24	2	55
Art: Studio	27	0	25	7	59
Psychology	59	4	57	5	125
English Language & Literature	55	6	54	9	124
Economics	56	5	52	1	114
Biological Sciences	47	5	51	4	107
American Studies	32	4	26	8	70
Sociology	28	1	31	3	63
Anthropology	24	0	29	5	58
Neuroscience	24	3	21	5	53
Education & Child Study	20	0	24	2	46
History	22	3	17	4	46
Women's Studies	23	0	22	0	45
Mathematics	19	0	22	3	44
Theatre	20	0	22	1	43
French					
French Language & Literature	7	1	1	0	9
French Studies	20	1	12	0	33
Computer Science	16	1	18	1	36
Geology	11	4	17	3	35
Spanish & Portuguese					
Latin American Literature	4	1	5	0	10
Portuguese-Brazilian Studies	1	0	0	0	1
Spanish	9	0	11	1	21
Comparative Literature	8	5	10	2	25
Italian Language & Literature	8	4	10	0	22
Religion & Biblical Literature	10	3	5	3	21
Biochemistry	11	1	7	1	20
Latin American Studies	7	1	10	1	19
Physics	8	0	11	0	19
Chemistry	9	1	8	0	18
Philosophy	7	3	8	0	18
Music	6	0	11	0	17
Russian Language & Literature					
Russian Civilization	3	1	4	1	9
Russian Literature	3	0	1	0	4
Afro-American Studies	3	1	7	0	11
Astronomy	6	0	2	0	8
Classics					
Classical Studies	1	0	3	0	4
Classics	1	0	2	0	3
Latin	0	0	1	0	1
East Asian Languages & Literature	6	0	2	0	8
Dance	3	1	3	0	7
German Studies					
German Cultural Studies	2	1	0	0	3
German Literature Studies	1	0	0	0	1
German Studies	1	0	2	0	3
Sociology & Anthropology	2	0	4	0	6
East Asian Studies	1	0	2	0	3
Medieval Studies	2	0	1	0	3
Smith Scholar	1	0	0	1	2
Environmental Policy	1	0	0	0	1
History of the Book	1	0	0	0	1
History of Science	1	0	0	0	1
Linguistics	0	0	1	0	1
Logic	1	0	0	0	1

Recognition for Academic Achievement

Academic Achievements

Each year approximately 25 percent of the graduating class is awarded the bachelor of arts degree with Latin Honors and/or departmental honors.

Latin Honors

Latin Honors are awarded to eligible graduating seniors on the basis of the cumulative grade point average for a minimum of 48 graded credits earned during the sophomore, junior and senior years. Only grades from Smith College courses and courses taken on the Five College Interchange are counted; Smith Junior Year Abroad grades are considered Smith grades. No grades from exchange programs in this country or abroad are counted. Pluses and minuses are taken into account; grades of P/F (Pass or Fail) or S/U (Satisfactory or Unsatisfactory) do not enter into the calculations.

If a student spends one of her sophomore through senior years away from Smith (with the exception of the Smith Junior Year Abroad Program), the grades from the remaining two years will be used. Grades from the first year are never counted. The minimum grade point average for Latin Honors varies each year depending on the overall grade distribution in the senior class and is not published. The degree may be awarded *cum laude, magna cum laude* or *summa cum laude* on the basis of meeting eligibility requirements and of a very high level of academic achievement.

Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge listed on pp. 7–8 (applies to those students who began at Smith in September 1994 or later *and* who graduate in 1998 or later). Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 68 for a listing of the designations used for the major fields of knowledge).

Please note that *one year* of an introductory language course or one course at a higher level satisfies the foreign language Latin Honors requirement. Students who are non-native speakers of English may, with the permission of a class dean, offer any two courses in the English department at the 100 level (or one course at a higher level) to satisfy the "foreign language" part of the Latin Honors requirement. The class dean will notify the registrar that such an arrangement has been approved. Any appeals should be sent to the dean of the faculty. Non-native speakers of English are considered to be those who indicated on their advising form that English was not their first language, have had several years of education in a school where the language of instruction was other than English, and can read, write and speak this language.

Departmental Honors

A departmental honors program allows a student with a strong academic background to do independent and original work in her major. The program provides recognition for students who do work of high quality in the preparation of a thesis and in courses and seminars. Departmental honors students must also fulfill *all college and departmental requirements.*

Successful completion of work in the honors program (an honors thesis and at least one honors examination) leads to the awarding of the bachelor of arts degree with the added notation "Honors," "High Honors" or "Highest Honors" in the student's major subject.

First Group Scholars

Students whose records for the previous year include at least 28 credits graded A– or better and

who have no grades below B– are named First Group Scholars. Those named generally represent the top 10 percent of the class.

The Dean's List

The Dean's List for each year names those students whose total records for the previous academic year average 3.333 or above and include at least 24 credits for traditional-aged undergraduates or 16 credits for Ada Comstock Scholars. Students must be enrolled at Smith for the full year to be named to the Dean's List.

Society of the Sigma Xi

In 1935 Smith College became the first women's college to be granted a charter for the establishment of a chapter of the Society of the Sigma Xi. Each year the Smith College Chapter elects to membership promising graduate students and seniors who excel in science.

Phi Beta Kappa

The Zeta of Massachusetts Chapter of the Phi Beta Kappa Society was established at Smith College in 1905. Rules of eligibility are established by the chapter in accordance with the regulations of the national society. Selection is made on the basis of overall academic achievement.

Elections are held twice a year. In the autumn, a few seniors are elected on the basis of their academic records from the sophomore and junior years. Sixty-four credits must be in the calculation of the GPA. Only Smith, Five College and Smith Junior Year Abroad grades count. At the end of the spring semester, more seniors are elected, these on the basis of the records from their final three years.

Candidates for election in the autumn of the senior year must have completed at least one four-credit semester course in each of the three divisions; candidates at the end of the senior year must have completed at least two such courses in each division. Non-Smith courses may qualify in this distribution requirement.

For students who enter Smith College in September 1994 or later, and who graduate in 1998 or later, the distribution requirements for Phi Beta Kappa will be precisely the same as the college's requirements for Latin Honors. Candidates for election in the autumn of the senior year will have to have completed the identical distribution requirements by the end of the junior year. Students and faculty may consult with the president or the secretary of the chapter for more information.

Psi Chi

The Smith College Chapter of Psi Chi was established in 1975. Students majoring or minoring in psychology who demonstrate academic excellence in both that field and their overall program of study are inducted into this national honor society. According to the charter, those honored are enjoined to develop programs that enhance student opportunity to explore the field of psychology.

Prizes and Awards

The **Academy of American Poets Poetry Prize** for the best poem or group of poems submitted by an undergraduate

An award from the **Connecticut Valley Section of the American Chemical Society** to a student who has done outstanding work in chemistry

The **American Chemical Society Award** to a junior chemistry major who has excelled in analytical chemistry

The **American Chemical Society/Polymer Education Division Undergraduate Award** for Achievement in Organic Chemistry to a student majoring in chemistry who has done outstanding work in the organic chemistry sequence

An award from **The American Institute of Chemists/Massachusetts Division** to an outstanding chemist or chemical engineer in the graduating class

The **Anita Luria Ascher Memorial Prize** to the student who has shown the most progress in German during the year

The **Elizabeth Babcock Poetry Prize** for the best group of poems

The **Sidney Balman Prize** for outstanding work in the Jewish Studies Program

The **Harriet Dey Barnum Memorial Prize** for outstanding work in music to the best all-around student of music in the senior class

The **Gladys Lampert '28 and Edward Beenstock Prize** to a student who excels in either American History or American Studies

The **Suzan Rose Benedict Prize** to a sophomore for excellence in mathematics

The **Samuel Bowles Prize** for the best paper on an anthropological subject

The **Samuel Bowles Prize** for the best paper in economics

The **Samuel Bowles Prize** for the best paper on a sociological subject

The **Kathleen Bostwick Boyden Prize** awarded to a member of the Service Organizations of Smith who has demonstrated the best initiative in her volunteer contributions to the Smith College community

The **John Everett Brady Prize** for excellence in the translation of Latin at sight; and for the best performance in the beginning Latin course

The **Margaret Wemple Brigham Prize** to a senior for excellence in the study of microbiology or immunology

The **Prize in British History** for a research paper in an upper level history course on a topic in British history

The **Amey Randall Brown Prize** awarded for the best essay on a botanical subject

The **Vera Lee Brown Prize** for excellence in history to a senior majoring in history in regular course

The **Yvonne Sarah Bernhardt Buerger Prize** to the students who have made the most notable contribution to the dramatic activities of the college

The **David Burres Memorial Law Prize** to a senior or an alumna accepted at law school intending to practice law in the public interest

The **C. Pauline Burt Prize** to a senior majoring in chemistry or biochemistry who has an excellent record and who has shown high potential for further study in science

The **James Gardner Buttrick Prize** for the best essay in the field of religion and Biblical literature

The **Marilyn Knapp Campbell Prize** to the student excelling in stage management

The **Michele Cantarella Memorial "Dante Prize"** to a Smith College senior for the best essay in Italian on any aspect of *The Divine Comedy*

The **Carlile Prize** for the best original composition for carillon; and for the best transcription for carillon

The **Julia Harwood Caverno Prize** for the best performance in the beginning Greek course; and to a member of the junior or senior class for excellence in Greek

The **Eleanor Cederstrom Prize** for the best poem by an undergraduate written in traditional verse form

The **Sidney S. Cohen Prize** for outstanding work in the field of economics

The **Alison Loomis Cook Prize** to a student who has made a very significant contribution to the college community and to those with whom she has been in personal contact

The **Ethel Olin Corbin Prize** to an undergraduate for the best original poem or informal essay in English

The **CRC Press Introductory Chemistry Achievement Award** in introductory chemistry

The **Merle Curti Prize** for the best piece of writing on any aspect of American civilization

The **Dawes Prize** for the best undergraduate work in political science

The **Alice Hubbard Derby Prize** to a member of the junior or senior class for excellence in the study of Greek literature in the year in which the award is made

The **George E. Dimock Prize** for the best essay on a classical subject submitted by a Smith College undergraduate

The **Elizabeth Drew Prize** in the Department of English Language and Literature for the best fiction writing; for the best honors thesis; for the best

first-year student essay on a literary subject; and for the best classroom essay

The **Amanda Dushkin Prize** to a student who has maintained a high academic record and who has participated in extracurricular activities

The **Hazel L. Edgerly Prize** to a senior honors history student for distinguished work in that subject

The **Constance Kambour Edwards Prize** to the student who has shown the most progress during the year in organ

The **Ruth Forbes Eliot Poetry Prize** for the best poem submitted by a first-year or sophomore

The **Samuel A. Eliot Jr./Julia Heflin Award** for distinguished directing in the theatre

The **Settie Lehman Fatman Prize** for the best composition in music, in large form; and in small form

The **Heidi Fiore Prize** to a senior student of singing

The **Eleanor Flexner Prize** for the best piece of work by a Smith undergraduate using the Sophia Smith Collection and the Smith College Archives

The **Harriet R. Foote Memorial Prize** for outstanding work in botany based on a paper, course work, or other contribution to the plant sciences at Smith

The **Henry Lewis Foote Memorial Prize** for excellence in course work in Biblical courses

The **Clara French Prize** to a senior who has advanced farthest in the study of English language and literature

The **Helen Kate Furness Prize** for the best essay on a Shakespearean theme

The **Nancy Boyd Gardner Prize** for an outstanding paper or other project in American studies by a Smithsonian intern or American studies major

The **Ida Deck Haigh Memorial Prize** to a student of piano for distinguished achievement in performance and related musical disciplines

The **Sarah H. Hamilton Memorial Prize** awarded for an essay on music

The **Arthur Ellis Hamm Prize** awarded on the basis of the best first-year record

The **Vernon Harward Prize** awarded annually to the best student scholar of Chaucer

The **James T. and Ellen M. Hatfield Memorial Prize** for the best short story by a senior majoring in English

The **Hause-Scheffer Memorial Prize** for the senior chemistry major with the best record in that subject

The **Ettie Chin Hong '36 Prize** to a senior majoring or minoring in East Asian Languages and Literatures who has demonstrated leadership and academic achievement and who intends to pursue a career in education or service to immigrant and needy communities

The **Denis Johnston Playwriting Award** for the best play or musical written by an undergraduate at Amherst, Hampshire, Mount Holyoke, or Smith colleges, or the University of Massachusetts

The **Megan Hart Jones Studio Art Prize** for judged work in drawing, painting, sculpture, photography, graphic arts or architecture

The **Barbara Jordan Award** to an African-American senior or alumna undertaking a career in law or public policy, after the example of Texas Congresswoman Barbara Jordan (1936–1996)

The **Mary Augusta Jordan Prize**, an Alumnae Association Award, to a senior for the most original piece of literary work in prose or verse composed during her undergraduate course

The **Martha Keilig Prize** for the best still life or landscape in oils on canvas

The **John and Edith Knowles Memorial Award** to a student of outstanding merit who has elected to pursue a medical career and who has displayed qualities that might lead her to become a thoughtful and humane critic of her chosen profession

The **Florence Corliss Lamont Prize**, a medal awarded for work in philosophy

The **Norma M. Leas, Class of 1930, Memorial Prize** to a graduating English major for excellence in written English

The **Phyllis Williams Lehmann Travel Award** to a graduating senior majoring in art history, with preference given to students interested in studying classical (Greek or Roman) art at the graduate level

The **Ruth Alpern Leipziger Award** to an outstanding French major participating in the Junior Year Abroad Program in Paris

The **Barbara A. Liskin M.D., Class of 1974, Prize** to an outstanding Smith senior psychology major interested in the field of psychiatry

The **Jill Cummins MacLean Prize** to a drama major for outstanding dramatic achievement with a comic touch in writing, acting or dance

The **Emogene Mahoney Memorial Prize** for the best essay on a literary subject written by a first-year student; and the best honors thesis submitted to the Department of English Language and Literature

The **Emogene Mahoney Memorial Prize** for proficiency at the organ

The **Jeanne McFarland Prize** for excellent work in women's studies

The **John S. Mekeel Memorial Prize** to a senior for outstanding work in philosophy

The **Bert Mendelson Prize** to a sophomore for excellence in computer science; and to a senior majoring in computer science for excellence in that subject

The **Thomas Corwin Mendenhall Prize** for an essay evolving from any history course, excluding special studies, seminars and honors long papers

The **Samuel Michelman Memorial Prize**, given in his memory by his wife, to a senior from Northampton or Hatfield who has maintained a distinguished academic record and contributed to the life of the college

The **Mineralogical Society of America Undergraduate Award** for excellence in the field of mineralogy

The **Elizabeth Montagu Prize** for the best essay on a literary subject concerning women

The **Juliet Evans Nelson Award** to graduating seniors for their contributions to the Smith community and demonstrated commitment to campus life

The **Newman Association Prize** for outstanding leadership, dedication and service to the Newman Association at Smith College

The **Josephine Ott Prize,** established in 1992 by former students and friends, to a Smith junior in Paris or Geneva for her commitment to the French language and European civilization

The **Arthur Shattuck Parsons Memorial Prize** to the student with the outstanding paper in sociological theory or its application

The **Ann Kirsten Pokora Prize** to a senior with a distinguished academic record in mathematics

The **Sarah Winter Pokora Prize** to a senior who has excelled in athletics and academics

The **Judith Raskin Memorial Prize** for the outstanding senior voice student

The **Elizabeth Killian Roberts Prize** for the best drawing by an undergraduate

The **Mollie Rogers/Newman Association Prize** to a student who has demonstrated a dedication to humanity and a clear vision for translating that dedication into service that fosters peace and justice among people of diverse cultures

The **Eleanor B. Rothman Prize** to a graduating Ada Comstock Scholar who will pursue a graduate degree and who has shown an interest in the Ada Comstock Scholars Program and in Smith College

The **Department of Russian Prize** for the best essay on Russian literature by a senior majoring in Russian

The **Victoria Louise Schrager Prize** to a senior who has maintained a distinguished academic record and has also taken an important part in student activities

The **Larry C. Seigelid Memorial Prize** for outstanding work in the field of economics by a Smith senior

The **Donald H. Sheehan Memorial Prize** for outstanding work in American studies

The **Andrew C. Slater Prize** for excellence in debate; and for most improved debater

The **Denton M. Snyder Acting Prize** to a Smith senior who has demonstrated distinguished acting in the theatre

The **Deborah Sosland-Edelman Prize** to a senior for outstanding leadership in the Jewish community at Smith and valuable contribution to Smith College campus life

The **Department of Spanish and Portuguese Prize** for distinguished work by a Spanish major

The **Gertrude Posner Spencer Prize** for excellence in writing nonfiction prose; and for excellence in writing fiction

The **Nancy Cook Steeper '59 Prize** to a graduating senior who, through involvement with the Alumnae Association, has made a significant contribution to building connections between Smith alumnae and current students

The **Valeria Dean Burgess Stevens Prize** for excellent work in Women's Studies

The **Mary Ellen Szmkowiak Prize** awarded on the basis of merit to a premedical student enrolling in medical school

The **William Sentman Taylor Prize** for significant work in human values, a quest for truth, beauty and goodness in the arts and sciences

The **Rosemary Thomas Poetry Prize** for the best group of poems; and for the best individual poem

The **Tryon Prize** to a Smith or Five College undergraduate for the best piece of writing on a work or works of art in the museum

The **Ruth Dietrich Tuttle Prize** to encourage further study, travel or research in the areas of international relations, race relations or peace studies

The **Unity Award** of the Office of Multicultural Affairs to the student who has made an outstanding contribution toward promoting diversity and multiculturalism in the Smith College community

The **Anacleta C. Vezzetti Prize** to a senior for the best piece of writing in Italian on any aspect of the culture of Italy

The **Karel Flerman Wahrsager Award in Sociology** to a student who has demonstrated a high level of scholarship, intellectual promise and leadership

The **Ernst Wallfisch Prize** to a student of music for outstanding talent, commitment and diligence

The **Louise M. Walton Prize** to an Ada Comstock Scholar studying art history or studio art whose dedication to the field is notable

The **Frank A. Waterman Prize** to a senior who has done excellent work in physics

The **Wayne and Sally White Prize** for excellent work by a student majoring in Education and Child Study

The **Jochanan H. A. Wijnhoven Prize** for the best essay on a subject in the area of Jewish religious thought written for a course in the Department of Religion and Biblical Literature or in the Program for Jewish Studies

Fellowships

International Fellowships

Students with high academic achievement are encouraged to apply for international fellowships through the college. For undergraduates, the college facilitates opportunities like the Rotary Scholarship and the National Security Education Program Scholarships, while graduating seniors may apply for the Rhodes Scholarship, the British Marshall Scholarship, the Fulbright Scholarship, the DAAD or German Academic Exchange Program Annual Grants, and the Luce Scholars Program. Information on international fellowships is available from the Office for International Study.

Domestic Fellowships

The college also administers a number of domestic fellowships, among them the Harry Truman Scholarship, the Barry Goldwater Scholarship, the Mellon Fellowships in Humanistic Studies, the Beinecke Memorial Scholarship and others. Information on these and other domestic fellowships is available from the Career Development Office.

Fees, Expenses and Financial Aid

While many people maintain that there can be no equation between education and finances, financial officers at colleges and parents of college-age students know that there is a bottom line. Whether they view an education primarily as a way for a student to understand the world around her or as an important investment for her future, a college education is one of the largest single expenses a family may face. We at Smith work with families to help them manage this financial commitment, realizing that our students come from a complete range of socioeconomic backgrounds and that their financial considerations may be vastly different.

The fees that many private colleges charge for tuition, room and board fall within a range, and many people assume that if the expenses at one college approximate those at another, then the quality of the education at each is comparable. A careful observer sees that tuition, room and board fees make up only a portion of the income available to any given institution and that the income derived from student fees is supplemented by endowment funds, alumnae giving, corporate and private gifts, and grants. Smith has managed its endowment funds carefully and invested wisely. Our alumnae, who truly know the value of a Smith education, support the college so generously that we were recently ranked number one nationwide among private colleges in our levels of alumnae support. Numerous corporations and foundations have supported our endeavors with funds for specific purposes such as state-of-the-art scientific equipment and research projects, as well as for general purposes.

Fees and Expenses

Certain costs are standard to every institution, but the institutional priorities and financial commitments vary from one college to another. Our average financial aid award, which includes a grant, loan and campus job, is in excess of $21,000, and 58 percent of our student body qualifies for need-based aid.

Statements showing semester fees are mailed on or about July 10 and December 10. Payment of

2001–02 Comprehensive Fee (required institutional fees)*

	Fall Semester	Spring Semester	Total
Tuition	$12,275	$12,275	$24,550
Room**	2,155	2,155	4,310
Board**	2,125	2,125	4,250
Student activities fee	96	96	192
Comprehensive fee	$16,651	$16,651	$33,302

* Comprehensive fees for 2001–02 can be found in the *Investing in a Smith Education. 2001–02* brochure, which may be requested from the Office of Financial Aid or the Office of Admission. This information will also be available on the World Wide Web at www.smith.edu/finaid.

** Room and board will be billed as a combined charge of $4,280 each semester, or a total of $8,560 for 2000–02.

charges for the fall semester is due August 6 (September 5 for international students); payment for spring semester is due January 7 (February 4 for international students). Checks should be made payable to Smith College. Balances that remain unpaid after the due dates may be subject to late fees. Non-payment of fees may prevent a student from participating in the house decision process, registering for classes and receiving official grade transcripts or diplomas.

A student will incur certain additional expenses during the academic year which will vary according to each family's accustomed standard of living. As part of her yearly expenses for college, a student should be prepared to spend approximately $600 on books and supplies, in addition to personal, recreational and miscellaneous expenses and the cost of at least two round trips between home and Northampton.

Fee for Nonmatriculated Student

Per course for credit $3,080

Fees for Ada Comstock Scholars

Application fee	$50
Transient Housing (per semester)	
Room only (per night)	$275
Room and full meal plan (per night)	$675
Tuition per semester	
1–7 credits	$770 per credit
8–11 credits	$6,160
12–15 credits	$9,240
16 or more credits	$12,275

Student Activities Fee

The $192 student activities fee is split between the two semesters and is used to fund chartered student organizations on campus. The Student Government Association allocates the monies each year. Each spring, the Senate Finance Committee of the SGA proposes a budget that is voted on by the student body.

2001–02 Optional Fees

Student Medical Insurance—$998

The $998 Student Medical Insurance fee is split between the two semesters and covers the student from August 15 through the following August 14. Massachusetts law requires that each student have adequate health insurance, so Smith College offers a medical insurance plan through Koster Insurance. Details about the insurance are mailed during the summer. A student is automatically billed for insurance, but has the option to cancel enrollment in the plan if she can demonstrate comparable coverage. A student will have until August 10 to cancel enrollment in the college insurance for the 2001–02 academic year. If a student is on leave on a Smith-approved program which is billed at home-school fees, the cost for the Student Medical Insurance will be $798 for 2001–02.

MassPIRG—$12

The $12 MassPIRG fee is approved by a vote of the student body. It funds the Massachusetts Public Interest Research Group, a nonprofit environmental and consumer organization. A student has the option to have the fee canceled, if requested.

Other Fees and Charges

Application for Admission—$50

The application fee, which helps defray the cost of handling all the paperwork and administrative review involved with all applicants, must accompany the application form. An applicant must send the fee and form to the Office of Admission prior to January 15. An applicant to the Ada Comstock Scholars Program must submit the fee and Part A of the Application for Admission to the Ada Comstock office prior to February 1.

Enrollment Deposit—$300

Upon admittance, a new student pays an enrollment deposit which serves to reserve her place in class and a room if she will reside in campus housing. $100 representing a General Deposit component is held until six months after the student graduates from the college. The $100 is refunded only after deducting any unpaid fees or fines and is not refunded to a student who withdraws (including an admitted student who does not attend); $200 representing a Room Deposit component is credited $100 in July toward her fall semester charges; and $100 in December toward her spring semester charges.

Fee for Musical Instruction—$425 per semester (one hour lesson per week)

Practice rooms are available to Smith College students with first preference given to those registered for music instruction. Other Five College

students may apply to the chair of the music department for permission to use the facilities. Practice rooms may be available for use by other individuals in last order of preference upon successful application to the chair of the music department and the payment of a fee.

The previous music instruction charges include the use of practice rooms. Upon application to the chair of the music department and subject to availability, the practice rooms are available for use by other individuals. The following schedule of fees will apply:

Use of a practice room, one hour daily ..... $25 per year
Use of a practice room, one hour daily, and of a college instrument..... $50 per year
Use of organ, one hour daily ..... $100 per year

Fee for Riding Classes per Semester

Adjacent to the Smith campus is Fox Meadow Farm, where riding lessons are available to all students at the college. Fox Meadow Farm will also board horses for students, at a cost of $420 per month. Inquiries about boarding should be addressed to Ms. Sue Payne, c/o Smith College Riding Stables. The Smith intercollegiate riding team uses their facilities for practice and for horse shows. The fees listed below are per semester and are payable directly to Fox Meadow Farm when a student registers for lessons each semester.

Two lessons per week $395

Studio Art Courses per Semester

Certain materials and supplies are required for studio art courses and will be provided to each student. Students may require additional supplies as well and will be responsible for purchasing them directly. The expenses will vary from course to course and from student to student.

Required materials ..... $10–$75
Additional supplies ..... $15–$100

Chemistry Laboratory Course per Semester

.....$6–$15 plus breakage

Continuation Fee

.....$50 per semester

Students on leave of absence or attending other institutions on exchange or junior year abroad programs will be assessed a continuation fee to maintain enrollment status at the college.

Late Fee

Any payment made after August 5 for fall (September 1 for international students) or January 5 for spring (January 21 for international students) will be considered late. Late payments may be assessed a late fee.

Early Arrival Fee—$25 per Day

Late Central Check-In Fee—$50

Returning students who do not participate in Central Check-In will be assessed a fee.

Late Registration Fee—$25

Students who make registration changes after the registration period will be assessed a fee for each change.

Bed Removal Fee—$100

Students who remove their beds from their campus rooms will be charged a bed removal fee.

Health/Fire/Safety Violation—$5 per Item

A minimum fine of $5 per item will be charged for items left in public areas such as corridors, stairways, entrances, etc. These items create a hazard and violate compliance with the Americans with Disabilities Act, as well as city and state building, fire, & safety codes.

Institutional Refund Policy

A refund must be calculated if a student has withdrawn on or after the first day of classes, but before the point when the college is considered to have earned all the tuition, room, board, and mandatory fees (hereinafter called institutional charges) for which the student was charged. A withdrawal fee of $100 will be charged in addition to any refund calculation made. Credit balances remaining on any account will be refunded.

Adjustment of Institutional Charges and Institutional Aid

Any student who withdraws prior to the first day of classes will receive a 100 percent adjustment of institutional charges, insurance and MassPIRG. All disbursed Title IV aid, institutional aid, state and other aid will be returned to the appropriate account by the college.

A student who withdraws after the first day of classes, but before the time when she will have completed 60 percent of the period of enrollment,

will have her institutional charges and institutional aid adjusted based on the percent of attendance.

If a student should withdraw from a Junior Year Abroad Program during the course of the year, it is college policy not to grant credit for less than a full year's work and to refund only those payments for board and room which may be recovered by the college. Tuition charges for the year are not refundable. Normally, students who withdraw from a Junior Year Abroad Program are withdrawn from Smith and may not return to the college the following semester.

Students Receiving Title IV Federal Aid

Per federal regulations, a student earns her aid based on the period of time she remained enrolled. Unearned Title IV funds, other than Federal Work Study, must be returned to the appropriate federal agency. During the first 60 percent of the enrollment period, a student earns Title IV funds in direct proportion to the length of time she remains enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the period. For example, if the period of enrollment is 100 days and the student completes 25 days, then she has earned 25 percent of her aid. The remainder of the aid must be returned to the appropriate federal agency.

Non-institutional Charges

If a student has not waived the student medical insurance and withdraws 30 days or less into the semester, the charge for insurance will be canceled if no claims have been submitted. After 30 days, the charge will not be canceled.

Other charges, such as library fines, parking fines, and infirmary charges are not adjusted upon the student's withdrawal.

Your Student Account

Smith College considers the student the responsible person for ensuring that payments, whether from loans, grants, parents, or third parties, are received in a timely manner.

Statements will be printed on or about the 10th of each month and mailed to the student's permanent mailing address.

Consequences of nonpayment or failure on the part of the student to fulfill her financial responsibility include being prevented from participating in the house decision/room lottery process, registering for future semester courses, receiving transcripts of courses completed, or receiving her diploma at commencement. In addition, the college reserves the right to have the student administratively withdrawn and refer her account for collection in her name.

Contractual Limitations

If Smith College's performance of its educational objectives, support services, or lodging and food services is hampered or restrained on account of strikes, fire, shipping delays, acts of God, prohibition or restraint of governmental authority, or other similar causes beyond Smith College's control, Smith College shall not be liable to anyone, except to the extent of allowing in such cases a pro-rata reduction in fees or charges already paid to Smith College.

Payment Plans and Loan Options

Smith is pleased to offer a variety of financing options to assist you in successfully planning for timely payment of your college bill. Included in these offerings are a select group of payment plans and loan options.

Smith's payment plans—the Semester Plan, the TuitionPay Monthly Plan (administered by Academic Management Services) and the Prepaid Stabilization Plan—allow you to distribute payments over a specific period.

Smith also offers a select group of parent loan options.

Details on loan options and payment plans can be found in *A Guide to Financing*, which may be requested from the Office of Student Financial Services.

This information is also available on the World Wide Web at www.smith.edu/finaid.

Financial Aid

We welcome students from all economic backgrounds, and we make every effort to fully aid all admitted undergraduates with documented need. Awards are offered to applicants on the basis of computed need. An award is usually a combination of a grant, a campus job and a suggested loan.

No woman should hesitate to apply to Smith because of an inability to pay the entire cost of education at a private college. Smith will make every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. College policy prohibits granting any Smith funds beyond the level of billed fees. Women from all economic backgrounds are encouraged to apply.

Smith College is committed to a very generous financial aid policy that guarantees to meet the full financial need, as calculated by the college, of all admitted students. The evaluation and rating of applicants are based strictly on academic and personal qualities of each applicant, with no consideration of financial need. Full aid packages are offered to students with the highest ratings until the aid budget is exhausted. If the class is not yet complete, some decisions on the margin may take into account the amount of financial aid required to fully fund the student. In the past few years, approximately 1 to 4 percent of the applicant pool has been affected by this policy, although many of those students were later admitted from the wait list with full financial aid. Thus the college continues to be need-blind for 96 to 99 percent of the applications to Smith. Please note that financial aid is not available to students who do not meet the published deadlines.

To determine a student's need, a family completes both the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE form, requesting that copies be sent to Smith. The FAFSA and PROFILE registration forms are available in December from high school guidance offices and from our Office of Student Financial Services. Both forms may be completed on-line. The PROFILE can be found at www.collegeboard.org, and the FAFSA can be found at www.fafsa.ed.gov.

An applicant and her family must also complete and file the Smith financial aid application that comes as part of the application package from the Office of Admission. It should be mailed directly to the Office of Student Financial Services with a copy of the family's tax returns, including all schedules and W-2's, for the prior year. Once we receive the output from an applicant's completed FAFSA and PROFILE, we calculate each student's need. We figure each case individually, realizing fully that the forms represent people. We take into consideration the number of dependents, the number of family members in college, divorced parents and other special circumstances. We will require signed copies of parents' and students' most recent federal income tax returns to verify all the financial information before we credit awards to a student's account. International students should request special applications from the Office of Admission, and an official government statement or income tax return will be required to verify income.

The college makes the final decision on need and awards. Financial aid decisions to entering students are announced simultaneously with admission notifications.

A student who is awarded aid at entrance will have it renewed according to her need, as calculated by the college, if she is in good academic standing. She and her family apply for aid annually with Smith College forms, FAFSA and PROFILE forms, and tax returns. The amount of aid may change from year to year depending on changes in college fees and in the family's financial circumstances. The balance of loan and grant also changes, based on federal loan limits. Materials and instructions for renewing aid are made available to all students in early December. Students are expected to complete their undergraduate studies in eight semesters, and grant aid is limited to that period, except for special programs. Ada Comstock Scholars receiving financial aid are required to make satisfactory progress toward the degree in order to continue receiving aid—that is, completion of at least 75 percent of all credits attempted in any academic year. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Student Financial Services. Unless the administrative board decides that mitigating circumstances warrant an exception, no federal student aid may be made available to a student who is not making satisfactory progress toward the degree (see p. 52).

First-Year Applicants

If you wish to apply for financial aid from Smith, you must do so when you apply for admission. If you do not, you will not be eligible to apply for or receive college aid until you have completed 64 credits at Smith. Although you are not eligible to receive college grant aid or work-study jobs during these periods, you may still be eligible for loans, federal and state aid and some campus jobs. The college will consider making an exception to this ruling only if, once the aid deadlines have passed, you experience and can document an unexpected family financial emergency. (This policy does not pertain to students who, at the time of their admission to Smith, applied for but were not granted need-based financial aid.)

If an entering student applied for but did not qualify for aid in her first year, and her family circumstances change (for example, a brother or sister enters college), then she may reapply for aid. If there is a family financial emergency, we will consider a request for aid at any time, and we reserve funds each year to give assistance to students in emergency situations.

Because determining each student's need and calculating each award is a lengthy and complicated process, it is imperative that students who want to receive financial aid at Smith meet the published deadlines. More detailed deadline information is available on our Web site at www.smith.edu/finaid.

Please note that Smith accepts as independent aid applicants orphans, wards of the state and women age 24 and over only. If you choose to enroll at Smith and your parents decide not to assume responsibility for payment, the college cannot then assume that responsibility.

Transfer Students

Transfer students should follow the same application procedures detailed on their specific financial aid applications. Transfer students who do not apply for aid at the time of admission cannot apply for college aid until they reach junior standing and complete at least 32 credits at Smith.

Ada Comstock Scholars

Women of non-traditional college age can apply to the Ada Comstock Scholars Program. Applicants for aid should complete a Free Application for Federal Student Aid (FAFSA), a Smith Application for Aid, and send us a copy of the most recent federal tax return.

An Ada Comstock Scholar who does not apply for aid at the time of admission cannot apply for institutional grant aid until she has completed 32 credits at Smith. She will be able to apply for federal and state grants and loans before she has completed 32 credits. This policy does not apply to women who applied for, but were not granted, aid at the time of admission.

International Applicants

Smith College awards need-based aid to non-U.S. citizens, both first year and transfer applicants. The pool is highly competitive for these funds and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the Smith Financial Aid Application for Non-U.S. Citizens, along with translated tax or income statements

The application deadline is the same as the application deadline for admission: February 1.

A non-U.S. citizen eligible for aid is offered a grant award in the first year that is guaranteed to remain at the same level each year she is at Smith. (Loan and campus job amounts, which are part of the total aid package, will increase by $900 per year to offset increases in tuition, fees, room and board.)

Non-U.S. Citizens Living Outside the U.S.

Smith College awards need-based aid to non-U.S. citizens, both first-year and transfer applicants. The pool is highly competitive for these funds and the level of support provided from the college ranges widely, depending on particular family circumstances. Aid is determined based on the information provided by the family on the Financial Aid Application, along with tax or income statements. For application deadlines and details, please check http://www.smith.edu/finaid.

NON-U.S. CITIZENS LIVING IN THE U.S.

If you are a non-U.S. citizen whose parents are earning income and paying taxes in the United States, you will need to complete a CSS PROFILE form as well as the Smith Financial Aid Application for Non-U.S. Citizens and provide U.S. federal income tax returns.

U.S. CITIZENS LIVING OUTSIDE THE U.S.

You fill out the Smith Application for Freshman Financial Aid and follow procedures for applicants residing in the United States. However, if your parents are living and earning income outside the United States and do not file U.S. tax returns, you should also fill out the Smith Financial Aid Application for Non-U.S. Citizens so that we can consider the actual expenses incurred by your family.

U.S. citizens and permanent residents must reapply for aid each year.

Financial Aid Awards

Smith's resources for financial aid include loans, campus jobs and grants; a student's financial aid package will include one or more of these. A loan and job, both considered self-help, are usually the first components of an aid package, with any remaining need being met with grant aid.

LOANS

Most students borrow through the Federal Direct Ford Loan Program. Federal Perkins Loans are offered to students to the extent of available federal funding. Most parents are eligible to borrow under the Federal Parent Loan Program and/or may make use of one of the plans described in *A Guide to Financing*. Students who receive aid of any sort from federal funds are subject to the statutes governing such aid.

CAMPUS JOBS

The Office of Student Financial Services administers campus jobs. All students may apply, but priority is given to those students (about one-half of our student body) who received campus job offers as part of their aid packages. First-year students usually work an average of eight hours a week for 32 weeks, usually for Residence and Dining Services. Students in other classes hold regular jobs averaging 10 hours a week for 32 weeks. These monies are paid directly to each student as she earns them. They are intended primarily to cover personal expenses, but some students use part of their earnings toward required fees. Short-term jobs are open to all students. Additionally, a term-time internship program is administered by the Career Development Office. The college participates in the federally funded College Work-Study Program, which funds a portion of the earnings of eligible students, some of them in nonprofit, community service positions.

GRANTS

Grants are funds given to students with no requirement of repayment or work time in exchange. Most Smith College grants come from funds given for this purpose by alumnae and friends of the college and by foundations and corporations. The federal and state governments also provide assistance through need-based grants such as the Federal Pell Grant and state scholarships. Smith receives an allocation each year for Federal Supplemental Educational Opportunity Grants and for state-funded Gilbert Grants for Massachusetts residents.

Outside Aid

If you receive any assistance from an organization outside of the college, this aid must be taken into consideration in calculating your financial aid award. For this reason, you are required to report such aid.

Most outside scholarships are given to recognize particular achievement on the part of the recipient. These awards are allowed to reduce the suggested loan, job or family contribution. However, in no case will the family contribution be reduced below the federally calculated contribution. When outside awards have replaced the suggested loan and job, and the family contribution has been reduced to the federally calculated level, Smith grant aid will be reduced dollar for dollar.

Entitlement awards from state or federal sources as well as tuition subsidies based on parents' employment are not covered by the policy and reduce Smith grant dollar for dollar.

Benefits from rehabilitation agencies are treated in a slightly different manner. Rehabilitation assistance for books goes directly to the student and does not affect any of the aid package. One-half of other rehabilitation benefits will be used to replace the suggested loan and one-half will replace the Smith grant.

The Office of Financial Aid must be notified of all outside awards. If you notify us by June 1, the aid will be reflected in your official award and on your first bill. If you notify us after September 1, the outside aid may be used to reduce the Smith grant dollar for dollar.

Music Scholarships

Each year the college awards scholarships equal to $250 per year for the cost of lessons in practical music to students who have financial need and who are accepted by the Department of Music. An additional scholarship supports the full cost of lessons in practical music to be assigned as follows:

THE ERNST WALLFISCH SCHOLARSHIP IN MUSIC
A full-year music performance scholarship (vocal or instrumental), based on merit and commitment, to be granted by the Music Department to a Smith student (first-year, sophomore or junior) enrolled in a performance course at Smith College.

Scholarships for Northampton and Hatfield Residents

At the discretion of the trustees, partial tuition grants may be awarded to accepted applicants who have been residents of Northampton or Hatfield with their parents for at least five years directly preceding the date of their admission to college. Such grants are continued through the four college years if the student maintains diploma grade, conforms to the regulations of the college, and continues to be a resident of Northampton or Hatfield.

We realize that applying for financial aid is a confusing and sometimes intimidating process, so we encourage applicants and their families to communicate directly with us. For factual information and advice, we have a toll-free number (1-800-221-2579) operating from 1 to 8 p.m. Eastern time, Monday through Thursday, and 2 to 4:30 p.m. on Friday, between January 15 and June 1. Inquiries may also be made by calling the financial aid office at (413) 585-2530, between 8:30 a.m. and 4:30 p.m. Eastern time. The Smith College Office of Financial Aid maintains a Web site at www.smith.edu/finaid.

Admission

From the college's beginning, students at Smith have been challenged by rigorous academic standards and supported by rich resources and facilities to develop to their fullest potential and define their own terms of success. Admitting students who will thrive in the Smith environment remains the goal of our admission efforts. We seek students who will be productive members of the Smith community, who will be challenged by all that is offered here, and who will challenge their faculty members and peers to sharpen their ideas and perspectives of the world.

Each year we enroll a first-year class of approximately 635 able, motivated, diverse students whose records show academic achievement, intellectual curiosity and potential for growth. Because our students come from virtually every state and more than 50 foreign countries, their educational and personal experiences and opportunities vary tremendously. In selecting a class, the Board of Admission, which is made up of faculty members as well as members of the admission and administrative staffs, considers each student in the light of the opportunities available to her. Included in the board's review are her secondary school record, her rank in class, the recommendations from her school, her College Board SAT I and SAT II tests, or ACT and any other available information. Of critical importance is the direct communication we have with each student through her writing on the application and through a personal interview. It is as important for us to get to know each student as it is for her to get to know the college.

Smith College makes every effort to meet fully the documented financial need, as calculated by the college, of all admitted students. Two-thirds of our students receive some form of financial assistance through grants, loans and/or campus jobs. Further information about financial planning for a Smith education and about financial aid is available in the section on Fees, Expenses and Financial Aid, pages 33–40.

Secondary School Preparation

There is no typical applicant to Smith and no typical academic program, but we strongly recommend that a student prepare for Smith by taking the strongest courses offered by her high school. Specifically this should include the following, where possible:

- four years of English composition and literature
- three years of a foreign language (or two years in each of two languages)
- three years of mathematics
- three years of science
- two years of history

Beyond meeting the normal minimum requirements, we expect each candidate to pursue in greater depth academic interests of special importance to her.

Smith College will accept college-level work completed prior to matriculation as a degree student provided that the relevant courses were completed at an accredited college or university and were not applied to the requirements for high school graduation. We also give credit for excellent performance in Advanced Placement, International Baccalaureate and equivalent foreign examinations. Please refer to the Academic Rules and Procedures section for further information regarding eligibility for and use of such credit.

Entrance Tests

We require each applicant to take the Scholastic Assessment Test (SAT I) or the American College Test (ACT). SAT II: Subject Tests, especially the one in Writing, are strongly recommended but not required. She should select two others in fields where she has particular interests and strong preparation. We recommend that a candidate take the examinations in her junior year to keep open

the possibility of Early Decision and to help her counselors advise her appropriately about college. All examinations taken through January of the senior year are acceptable. The results of examinations taken after January arrive too late for us to include them in the decision-making process.

A candidate should apply to take the SAT I and SAT II tests by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. (Residents of western United States, western Canada, Mexico, Australia and the Pacific Islands should apply to the College Entrance Examination Board, Box 1025, Berkeley, California 94701.) Special-needs students should write to the College Board for information about special testing arrangements. Applications and fees should reach the proper office at least one month before the date on which the tests are to be taken. It is the student's responsibility, in consultation with her school, to decide which tests and test dates are appropriate in the light of her program. It is also her responsibility to ask the College Entrance Examination Board to send to Smith College the results of all tests taken. The College Board code number for Smith College is 3762.

Students applying to take the ACT should write for information to: American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Applying for Admission

A student interested in Smith has three options for applying—Fall Early Decision, Winter Early Decision and Regular Decision. (Foreign nationals should read the International Students section on p. 44 for further information.)

Early Decision

Fall and Winter Early Decision Plans are designed for students with strong qualifications who have selected Smith as their first choice. The plans differ from each other only in application deadline, recognizing that students may decide on their college preference at different times. In making an application to her first-choice college, a candidate eliminates much of the anxiety, effort and cost of preparing several college applications. Candidates under this plan may initiate applications to other colleges, but may make an Early Decision application to one college only. It is important to note that if accepted under Early Decision, a candidate must withdraw all other college applications and may not make any further applications.

A student applying for Early Decision should take her SAT I and, if possible, three SAT II tests before her senior year. The ACT may be substituted for the SAT. Supporting materials must include mid-semester senior grades.

Applicants deferred in either Early Decision plan will be reconsidered in the spring, together with applicants in the Regular Decision Plan. Offers of admission are made with the understanding that the high school record continues to be of high quality through the senior year. Candidates are notified of financial aid decisions at the same time as the admission decision.

Regular Decision

The Regular Decision Plan is designed for students who wish to keep open several college options during the application process. Candidates may submit applications anytime before the January 15 deadline.

A student interested in Smith should request an application from the Office of Admission. Included with the application are all the forms she will need, including a Smith financial aid application, and instructions for completing each part of the application. She may use the Common Application form obtainable at her school.

We realize that applying to college involves a lot of time-consuming paperwork for the applicant. It is work that we review carefully and thoroughly, and we suggest that applicants do not leave it to the last moment.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Please refer to the Academic Rules and Procedures section (p. 50) for information governing eligibility for and use of Advanced Placement credit.

First-Year Students' Admission Deadline Dates

	Fall Early Decision	Winter Early Decision	Regular Decision
Submit preliminary application and fee by:	November 15	January 1	January 15
Submit all other parts of the application by:	November 15	January 1	February 1
Come for an interview by:	November 15	January 1	February 1
Testing completed by:	October	November	January
File the financial aid application with the Smith Office of Financial Aid by:	November 15	January 1	February 1
Ask your counselor to send senior grades by:	November 15 (first-term grades)	January 1 (first-term grades)	February 1 (midyear grades)
We notify each candidate by:	December 15	early February	early April
	(Deferred applicants for Fall or Winter Early Decision are automatically reconsidered with Regular Decision applicants in the spring.)		
Submit the nonrefundable enrollment deposit to hold a space in the class by:	January 15	late February	May 1
Return completed Health Services preadmission form by:	June 15	June 15	June 15

International Baccalaureate

The amount of credit will be determined as soon as an official copy of results has been sent to the registrar's office. Guidelines for use are comparable to those for Advanced Placement.

Interview

We recommend an interview for all candidates. For those who live or attend school within 200 miles of the college an on-campus interview is encouraged. Others should write requesting information about an interview in their area. The interview allows each candidate to become better acquainted with Smith and to exchange information with a member of the staff of the Office of Admission. See the chart of admission deadline dates for times of interviews, and remember that we cannot interview after February 1, as we are busy reading applications. Interviews for juniors and information sessions for students and their families begin in mid-March. (Interviews for transfer candidates are offered year-round.)

Deferred Entrance

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may defer her entrance for one year to work, travel or pursue a special interest if she makes this request in writing to the director of admission by June 1.

Deferred Entrance for Medical Reasons

An admitted first-year or transfer applicant who has accepted Smith's offer and paid the required deposit may request to postpone her entrance due to medical reasons if she makes this request in writing, explaining the nature of the medical problem, to the director of admission by August 30. At that time, the college will outline expectations for progress over the course of the year. A Board of Admission subcommittee will meet the following March to review the student's case. Readmission is not guaranteed.

Transfer Admission

A student may apply for transfer to Smith College in January or September after the completion of one or more semesters at another institution. When she requests the application form she should send a detailed statement of her academic background and her reasons for wishing to transfer.

For January entrance, she must submit her application and send all credentials by November 15. Decisions will be mailed by mid-December. The suggested filing date for September entrance is February 1, especially for students applying for financial aid. Candidates whose applications are complete by March 1 will receive admission decisions by the first week in April. Students whose applications are complete by May 1 will receive decisions by mid-May. Candidates whose applications are complete by June 1 will receive decisions by mid-June. Letters from the financial aid office are mailed at the same time as admission letters.

We expect a transfer student to have a strong academic record and to be in good standing at the institution she is attending. We look particularly for evidence of achievement in college, although we also consider her secondary school record and test results. Her program should correlate with the general Smith College requirements given on pages 41–42 of this catalogue.

We require a candidate for the degree of bachelor of arts to spend at least two years in residence at Smith College in Northampton, during which time she normally completes 64 credits. A student may not transfer to the junior class and spend any part of the junior or senior year studying on off-campus programs.

International Students

We welcome applications from qualified international students and advise applicants to communicate with the director of admission at least one year in advance of their proposed entrance. The initial letter should include information about the student's complete academic background. *If financial aid is needed, this fact should be made clear in the initial correspondence.* Because of the limited amount of aid available for foreign nationals, we require that those needing aid apply under the Winter Early Decision Plan or the Regular Decision Plan.

Visiting Year Programs

Smith College welcomes a certain number of guest students for one year of study. In the Visiting Student Program, students enrolled in accredited, four-year liberal arts colleges or universities in the United States may apply to spend their sophomore, junior or senior year at Smith.

International students may apply to spend a year at Smith under the International Visiting Program. (Exceptions may be made if a student wishes to visit for only one semester.) Applicants must be in their final year of studies leading to university entrance in their own country or currently enrolled in a university program abroad. If accepted, candidates will be expected to present examination results—Baccalaureate, Abitur or GCSE, for example—before enrolling. Evidence of English fluency will be required of applicants whose first language is not English.

Applicants to the visiting programs must furnish a transcript of their college work (or secondary school work, where applicable) to date, faculty recommendations and a completed application. Applications must be completed by July 1 for September entrance and by December 15 for January entrance. We regret that financial aid is not available for these programs.

Information and application material may be obtained by writing to Visiting Year Programs, Office of Admission, Smith College, Northampton, Massachusetts 01063.

Readmission

See Withdrawal and Readmission, page 54.

Ada Comstock Scholars Program

The admission process for Ada Comstock Scholars places particular emphasis on an autobiographical essay and an exchange of information in an interview. A candidate should schedule her interview appointment before submitting her application and, when possible, at least one month prior to the deadline, February 1. It is the applicant's responsibility, before scheduling her interview appointment, to contact previous educational institutions to request that all relevant transcripts be sent directly to the Ada Comstock Scholars Program Office.

Ada Comstock Scholars are expected to have completed at least one year of transferable credit before matriculation at Smith. Those students who offer little or no college-level work normally are advised to enroll elsewhere to fulfill this requirement before initiating the application process.

Candidates are advised to file their applications and credentials as early as possible. For a candidate to be considered for September entrance, the application must be in the Ada Comstock Scholars Program Office by February 1, and all attendant material by February 10.

A candidate's status as an Ada Comstock Scholar must be designated at the time of application. Normally, an applicant admitted as a student of traditional age will not be permitted to change her class status to Ada Comstock Scholar. A woman who meets the transfer credit guideline must apply as an Ada Comstock Scholar *if* she also meets the federal government's guidelines defining independent students:

- at least 24 years old
- a veteran
- responsible for dependent(s) other than a spouse.

A brief description of the program can be found on page 11. Information about expenses and procedures for applying for financial aid can be found in the section entitled Fees, Expenses and Financial Aid. Inquiries in writing, by phone or by e-mail may be addressed to the Ada Comstock Scholars Program Office.

Academic Rules and Procedures

Requirements for the Degree

The requirement for the bachelor of arts degree from Smith College is completion of 128 credits of academic work. Satisfactory completion of a major is also required, and at least 64 credits must be outside the major department. For graduation the minimum standard of performance is a cumulative average of 2.0 in all academic work and a minimum average of 2.0 in the senior year. For those entering as first-year students, satisfactory completion of a writing intensive course is required.

Candidates for the degree must complete at least four semesters of academic work, a minimum of 64 credits, in academic residence at Smith College in Northampton; two of these semesters must be completed during the junior or senior year. (For accelerated programs, see p. 11.) A student on a Smith Junior Year Abroad Program, the Jean Picker Semester-in-Washington Program or the Internship Program at the Smithsonian Institution is not in academic residence in Northampton.

Each student is responsible for knowing all regulations governing the curriculum and course registration and is responsible for planning a course of study in accordance with those regulations and the requirements for the degree.

Course Program

The normal course program for traditional-aged undergraduates consists of 16 credits taken in each of eight semesters at Smith. Only with the approval of the administrative board may a student complete her degree requirements in fewer or more than eight semesters. The minimum course program for a traditional-aged undergraduate in any semester is 12 credits. A traditional-aged student who is enrolled in fewer than 12 credits in any semester is required to withdraw at the end of that semester. The student must remain away from the college for at least one semester and then may apply for readmission for the following semester.

Approved summer-school or Interterm credit may be used to supplement a minimum 12-credit program or to make up a shortage of credits. Smith students may accrue a maximum of 12 summer-school credits and 12 Interterm credits at Smith or elsewhere toward their Smith degree. An overall maximum of 32 credits of combined summer, Interterm, AP and pre-matriculation credits may be applied toward the degree. See Academic Credit, pages 49–51.

A student enters her senior year after completion of a maximum of six semesters and attainment of at least 96 Smith College or approved transfer credits. Normally, a student may not enter the senior year with a shortage of credits. A student may carry no more than 24 credits per semester unless approved by the Administrative Board.

Admission to Courses

Instructors are not required to hold spaces for students who do not attend the first class meeting and may refuse admittance to students seeking to add courses who have not attended the first class meetings.

PERMISSIONS

Some courses require written permission of the instructor and/or chair of the department concerned before the course is elected.

A student who does not have the prerequisites for a course may elect it only with the permission of the instructor and the chair of the department in which the course is offered.

A student must petition the administrative board for permission to enter or drop a year-long course with credit at midyear. The petition must be signed by the instructor of the course, the student's adviser and the chair of the department concerned before it is submitted to the class dean.

SEMINARS

Seminars are limited to 12 students and are open, by permission of the instructor, to juniors, seniors and graduate students only. At the discretion of the

instructor and with the approval of the department chair or the program director, 15 students may enroll. If enrollment exceeds this number, the instructor will select the best-qualified candidates.

Special Studies

Permission of the instructor, the department chair and in some cases the department is required for the election of Special Studies. Special Studies are open only to qualified juniors and seniors. A maximum of 16 credits of special studies may be counted toward the degree.

Independent Study

Independent study for credit may be proposed by qualified juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. Time spent on independent study off campus cannot be used to fulfill the residence requirement. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

Internships

An internship for credit, supervised by a Smith faculty member, may be proposed by qualified sophomores, juniors and seniors. Approval of the appropriate department(s) and the Committee on Academic Priorities is required. The deadline for submission of proposals is November 30 for a second-semester program and April 30 for a first-semester program.

Auditing

A student may audit a course on a regular basis if space is available and the permission of the instructor is obtained. An audit is not recorded on the transcript.

Auditing by Nonmatriculated Students

A nonmatriculated student who wishes to audit a course may do so with the permission of the instructor and the registrar. An auditor must submit a completed registration form to the registrar's office by the end of the second week of classes. A fee will be charged and is determined by the type of course. Studio classes may not be audited except by permission of the art faculty following a written request to the department. Records of audits are not maintained.

Changes in Course Registration

Adding and Dropping Courses

During the first 10 class days, a student may enter or drop a course with the approval of the adviser. From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the class dean.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester:

1. after consultation with the instructor;
2. with the approval of the adviser and the class dean; and
3. if, after dropping the course, she is enrolled in at least 12 credits for regular letter grades. (This provision does not apply to Ada Comstock Scholars.)

After the end of the fifth week of the semester a student may not drop a course. However, on two and only two occasions during her years at the college—once during her first year; once during any subsequent year—a student may drop a course at any time up to the end of the ninth week of classes, for any reason, without penalty. The drop form requires the signatures of the instructor, adviser and class dean.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

A student registers for an Interterm course in November, with the approval of her adviser. In January, a student may drop or enter an Interterm course within the first three days with a class dean's signature. Otherwise, the student who registers but does not attend will receive a "U" (unsatisfactory) for the course.

Regulations governing changes in enrollment for courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Fine for Late Registration

A student who has not registered for courses by the end of the first 10 days of classes will be fined $25, payable at the time of registration. In addition, a fine of $25 will be assessed for each approved petition to add or drop a course after the deadline. If a student has not completed registration by the end of the first six weeks of the semester, she will be administratively withdrawn.

Class Attendance and Assignments

Students are expected to attend all their scheduled classes. Any student who is unable, because of her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from such activities without prejudice and shall be given an opportunity to make them up.

Students are expected to spend at least two hours per week in preparation for every class hour.

Students are asked to introduce guests to the instructor of a class before the beginning of the class if there is an opportunity and at the end if there is not.

Absence does not relieve the student from responsibility for work required while she was absent. The instructor may require her to give evidence that she has done the work assigned. In courses in which the written examinations can test only a part of the work, the instructor may rule that a student who does not attend class with reasonable regularity has not presented evidence that she has done the work.

The due date for final papers in each semester can be no later than the end of the examination period. Instructors must specify the exact deadline and place of delivery for final papers. If a paper or other course work is mailed to an instructor, it must be sent by certified mail, return receipt requested, and the student must keep a paper copy.

Deadlines and Extensions

Only the class dean may authorize an extension for any reason beyond the end of the final examination period. Such extensions, granted for reasons of illness, emergency or extenuating personal circumstances, will always be confirmed in writing with the faculty member, the registrar and the student. An individual faculty member, without authorization by the class dean, may grant extensions on work due during the semester through the last day of final exams.

Pre-examination Period

The pre-examination study period, between the end of classes and the beginning of final examinations, is set aside for students to prepare for examinations. Therefore, the college does not schedule social, academic or cultural activities during this time. Deadlines for papers, take-home exams or other course work cannot be during the pre-examination study period.

Final Examinations

Most final exams at Smith are self-scheduled and administered by the registrar during predetermined periods. A student may elect in which period she wants to take each exam. Exams are picked up at distribution centers after showing a picture ID and must be returned to the same center no more than two hours and 20 minutes from the time they are received by the student. Extra time taken to write an exam is considered a violation of the Academic Honor Code and will be reported to the Academic Honor Board. A student who is late for an exam may write for the remaining time in the examination period but may not have additional time. Exams which involve slides, dictation or listening comprehension are scheduled by the registrar. Such examinations may be taken only at the scheduled time.

For information regarding illness during the examination period, call Health Services at extension 2800 for instructions.

Further details of the Academic Honor Code as they apply to examinations and class work are given in the *Smith College Handbook and Academic Planner*. Regulations of the faculty and the registrar regarding final examination procedures are announced in *AcaMedia* prior to the final examination period.

No scheduled or self-scheduled examination may be taken outside the regular examination period without prior permission of the administrative board. Written requests must be made to the

administrative board through the registrar (not to individual faculty members). Requests to take final examinations early will not be considered; therefore, travel plans must be made accordingly.

Five College Course Enrollments

Application forms to elect a course at one of the other four institutions may be obtained from the Office of the Registrar. Application forms should be submitted during the period for advising and election of courses for the coming semester. Current catalogues of the other institutions are available at the loan desk in Neilson Library, in the class deans' office and in the registrar's office. Information is also available through the Five College on-line catalogue. Free bus transportation to and from the institution is available for Five College students. Students in good standing, with the exception of first-year students in their first semester, are eligible to take a course at one of the other institutions. A student may take no more than half of her course program in any semester off campus. A student must register for an approved course at one of the other four institutions by the end of the interchange deadline. Students must adhere to the registration procedures and deadlines of their home institution.

Five College courses are those taught by special Five College faculty appointees. These courses are listed on pages 364–369 in this catalogue. Cooperative courses are taught jointly by faculty members from several institutions and are usually approved and listed in the catalogues of the participating institutions. The same application forms and approvals apply to Five College courses and cooperative courses. A list of Five College courses approved for Smith College degree credit is available at the registrar's office. Requests for approval of courses not on the list may be submitted to the registrar's office for review. However, Smith College does not accept all Five College courses for credit toward the Smith degree.

Students taking a course at one of the other institutions are, in that course, subject to the academic regulations, including the calendar, deadlines and academic honor system, of the host institution. It is the responsibility of the student to be familiar with the pertinent regulations of the host institution, including those for attendance, academic honesty, grading options and deadlines for completing coursework and taking examinations. Students follow the registration add/drop deadlines of their home institution. Regulations governing changes in enrollment in Five College courses are published at the beginning of each semester by the registrar's office and are included in the registration packet.

Academic Credit

Grading System

Grades are recorded by the registrar at the end of each semester. Grade reports are sent to each student, with copies for her family and adviser, in January and June.

Grades at Smith indicate the following:

A	(4.0)	C–	(1.7)
A–	(3.7)	D+	(1.3)
B+	(3.3)	D	(1.0)
B	(3.0)	D–	(0.7)
B–	(2.7)	E	(0.0)
C+	(2.3)	S: satisfactory (C– or better)	
C	(2.0)	U: unsatisfactory	

SATISFACTORY/UNSATISFACTORY OPTION

Coursework in any one semester may be taken for a satisfactory (C– or better)/unsatisfactory grade, providing that:

1) the instructor approves the option;
2) the student declares the grading option for Smith courses by the end of the ninth week of classes. The fall deadline also applies to year-long courses. Students enrolled in Five College courses must follow the deadlines of the host institution.

Within the 128 credits required for the degree, a maximum of 16 credits (Smith or other Five College) may be taken for the satisfactory/unsatisfactory grading option, regardless of how many graded credits students are enrolled in per semester. Some departments will not approve the satisfactory/unsatisfactory grading option for courses counting toward the major.

Satisfactory/unsatisfactory grades do not count in the grade point average.

An Ada Comstock Scholar or a transfer student may elect the satisfactory/unsatisfactory grading option for four credits out of every 32 that she takes at Smith College.

Introductory Language Courses

Credit is not granted for the first semester only of an introductory language course.

Performance Credits

Students are allowed to count a limited number of performance credits toward the Smith degree. The maximum number allowed is indicated in the Courses of Study section under the appropriate departments. Excess performance credits are included on the transcript but do not count toward the degree.

Shortage of Credits

A shortage of credits incurred by failing or dropping a course may be made up by an equivalent amount of work carried above the normal 16-credit program, or with approved summer-school or Interterm courses accepted for credit toward the Smith College degree. In the case of failure in a course or dropping a course for reasons of health, a shortage may be filled with a student's available Advanced Placement credit.

A student may not enter her senior year with fewer than 96 credits of Smith College or approved transfer credit. A student may not participate in a Smith-sponsored or affiliated Junior Year Abroad or exchange program with a shortage of credit.

Transfer Credit

A student who attends another accredited college or university and requests credit toward a Smith College degree for the work done there:

a) should make her plans in accordance with the regulations concerning off-campus study and, in the case of seniors, in accordance with the regulations concerning academic residence;
b) should obtain, from the class dean's office, the guidelines for transferring credit. Official transcripts should be sent directly to the registrar from the other institution;
c) must, if approved to study abroad, have her program approved in advance by the Committee on Study Abroad.

Final evaluation of credit is made after receipt of the official transcript showing satisfactory completion of the program.

A student may not receive credit for work completed at another institution while in residence at Smith College, except for Interterm courses and courses taken on the Five College interchange.

Advanced Placement

Smith College participates in the Advanced Placement Program administered by the College Entrance Examination Board. Advanced Placement credit may be used with the approval of the Administrative Board only (1) to make up a shortage of credits incurred through failure; (2) to make up a shortage of credit incurred as a result of dropping a course for reasons of health; or (3) to undertake an accelerated course program.

Credits are recorded for scores of 4 or 5 on most Advanced Placement examinations. The credits to be recorded for each examination are determined by the individual department. A maximum of one year (32 credits) of Advanced Placement credit may be counted toward the degree. Students entering with 24 or more Advanced Placement credits may apply for advanced standing after completion of the first semester's work.

Students who complete courses that cover substantially the same material as those for which Advanced Placement credit is recorded may not then apply that Advanced Placement credit toward the degree requirements. The individual departments will determine what courses cover the same material.

The individual departments will determine placement in or exemption from Smith courses and the use of Advanced Placement credit to fulfill major requirements. No more than eight credits will be granted toward the major in any one department.

Advanced Placement credit may be used to count toward the 64 credits outside the major but may not be used to fulfill the distribution requirements for Latin Honors.

International Baccalaureate and Other Diploma Programs

Credit may be awarded for the International Baccalaureate and 13th year programs outside the United States. The amount of credit is determined by the registrar upon review of the final results.

Such credits may be used toward the Smith degree in the same manner as AP credits and may not be used to fulfill the distribution requirements for Latin Honors.

College Credit Earned Before Matriculation

Beginning with the Class of 2000, Smith College will accept college credit with a grade of B– or better earned at an accredited college or university before matriculation as a first-year student. Such credit must be approved according to Smith College guidelines for transfer credit and submitted on an official college or university transcript. Such credits must be taken on the college or university campus with matriculated degree students and must be taught by a college or university professor. The course may not be listed on the high school transcript as counting toward high school graduation. Note that the restriction of 32 credits holds for any combination of AP and/or college credit earned before matriculation. Credits earned before matriculation may be used in the same manner as AP credits toward the Smith degree and may not be used to fulfill the distribution requirements for Latin Honors. Summer credits earned before matriculation will be counted in the 12-credit limit of summer credit applicable to the Smith degree.

Summer-School Credit

Students may accrue a maximum of 12 approved summer-school credits toward their Smith degree with an overall maximum of 32 credits of combined summer, Interterm, AP and pre-matriculation credits.With the prior approval of the class dean, the credit may be used to allow students to make up a shortage of credits or to undertake an accelerated course program. For transfer students, summer school credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

Interterm Credit

The college may offer courses for credit during the Interterm period. Such courses will carry one to four credits and will count toward the degree. The college will consider for credit academic Interterm courses taken at other institutions beginning with courses taken in Interterm 2001. The number of credits accepted for each Interterm course (normally up to 3) will be determined by the registrar upon review of the credits assigned by the host institution. Any Interterm course designated 4 credits by a host institution must be reviewed by the class deans and the registrar to determine whether it merits an exception to the 3-credit limit. Students may accrue a maximum of 12 approved Interterm credits at Smith or elsewhere toward their Smith degree with an overall maximum of 32 credits of combined summer, Interterm, AP and pre-matriculation credits. Students may not take more than 4 credits during any one Interterm at Smith or elsewhere. For transfer students, Interterm credits completed prior to enrollment at Smith College are included in the 12-credit maximum.

The Interterm may also be a period of reading, research or concentrated study for both students and faculty. Faculty, students or staff may offer non-credit instruction or experimental projects in this period. Special conferences may be scheduled and field trips may be arranged at the discretion of individual members of the faculty. Libraries, the Center for Foreign Languages and Cultures, practice rooms and physical education facilities will remain open at the discretion of the departments concerned. This period also provides time for work in libraries, museums and laboratories at locations other than Smith College.

Repeating Courses

Normally courses may not be repeated for credit. In a few courses, the content of which varies from year to year, exceptions to this rule may be made by the instructor and the chair of the department. A student who has failed a course may repeat it with the original grade remaining on the record. The second grade is also recorded. A student who wants to repeat a course she has not failed may do so for no credit. The second grade is recorded but does not count in the grade point average.

Academic Standing

A student is in good academic standing as long as she is matriculated at Smith and is considered by the administrative board to be making satisfactory progress toward the degree. The academic standing of all students is reviewed at the end of each semester.

Academic Probation

A student whose academic record is below 2.0, either cumulatively or in a given semester, will be placed on academic probation for the subsequent semester. Probationary status is a warning. Notification of probationary status is made in writing to the student, her family and her academic adviser. Instructors of a student on probation may be asked to make academic reports to the class deans' offices during the period of probation. The administrative board will review a student's record at the end of the following semester to determine what action is appropriate. The administrative board may require such a student to change her course program, to complete summer study or to withdraw from the college.

In general, a student on probation is advised to take no more than 16 credits. She may not enroll in courses through the Five College interchange, and may not run for or hold elected or selected office, either campus-wide or within her house. Students whose grade point average is below 2.0 may not compete in intercollegiate athletics.

Standards for Satisfactory Progress

A student is not making satisfactory progress toward the degree if she remains on academic probation for more than two consecutive semesters. In addition: (1) For students of traditional age, the record cannot have more than an eight-credit shortage for more than two consecutive semesters. (2) For Ada Comstock Scholars receiving financial aid, at least 75 percent of all credits attempted in any academic year must be completed in order to continue receiving aid. Students not meeting this criterion are put on financial aid probation and may become ineligible for aid if the probationary period exceeds one year. Further information is available in the Office of Financial Aid.

Absence from Classes

A student who is absent from classes for more than six weeks in any semester may not receive credit for the work of that semester and will be administratively withdrawn from the college.

Separation from the College

A student whose college work or conduct is deemed unsatisfactory is subject to separation from the college by action of the administrative board, the honor board, the college judicial board or the dean of the college. There will be no refund for tuition or room fees.

Administrative Board

The administrative board administers the academic requirements defined by faculty legislation. In general, academic matters affecting students are referred to this board for action or recommendation. The board consists of the dean of the college (chair), the class deans, the registrar, the director of the Ada Comstock Scholars Program and three faculty members appointed by the president.

Petitions for exceptions to academic regulations are submitted in writing to the administrative board through the class dean, with appropriate faculty approvals. The administrative board will reconsider a decision only if new information is presented.

The board has the authority to take action with respect to the academic performance of individual students, including the requirement that a student must leave the college.

Student Academic Grievances

The Smith College community has always been dedicated to the advancement of learning and the pursuit of truth under conditions of freedom, trust, mutual respect and individual integrity. The learning experience at Smith is rooted in the free exchange of ideas and concerns between faculty members and students. Students have the right to expect fair treatment and to be protected against any inappropriate exercise of faculty authority. Similarly, instructors have the right to expect that their rights and judgments will be respected by students and other faculty members.

When differences of opinion or misunderstanding about what constitutes fairness in requirements or procedures leads to conflict, it is hoped that these differences will be resolved directly by the individuals involved. When disputes cannot be resolved informally by the parties involved, procedures have been established to achieve formal resolution. These procedures are explained in detail in the Smith College Handbook and Academic Planner.

The Age of Majority

Under Massachusetts law, the age of majority is 18 and carries full adult rights and responsibilities. The college normally communicates directly with students in matters concerning grades, academic credit and standing.

However, the regulations of the federal Family Educational Rights and Privacy Act of 1974 make clear that information from the educational records of students who are dependents of their parents for Internal Revenue Service purposes, may be disclosed to the parents without the student's prior consent. It is the policy of the college to notify both the student and her parents in writing of probationary status, dismissal and certain academic warnings. Any student who is not a dependent of her parents, as defined by the Internal Revenue Code, must notify the registrar of the college in writing, with supporting evidence satisfactory to the college, by October 1 of each academic year.

In communications with parents concerning other matters, it is normally college policy to respect the privacy of the student and not to disclose information from student educational records without the prior consent of the student. At the request of the student, such information will be provided to parents and guardians.

Leaves, Withdrawal and Readmission

Off-Campus Study or Personal Leaves

A student who wishes to be away from the college for a semester or academic year must submit a request for approved off-campus study or personal leave. The request must be filed with the student's class dean by May 1 for a fall semester or academic year absence; by December 1 for a second semester absence. No requests will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester; the student must withdraw from the college.

A student going on a Smith College Junior Year Abroad program or other approved study abroad program must file a request for approved off-campus study by the appropriate deadline.

A student who wishes to complete part or all of her senior year away from campus on a Smith or non-Smith program or at another undergraduate institution must petition the administrative board. The petition must include a plan for the satisfactory completion of the major and degree requirements, and must have the approval of the department of the major. The petition must be filed in the Office of the Class Deans by the deadline to request approval of off-campus study.

A student who expects to attend another college and request transfer credit on her return must abide by published guidelines (available in the class dean's office) for transferring credit. A student may request provisional approval of transfer credit through the class deans' office. For final evaluation of credit, an official transcript must be sent directly from the other institution to the registrar at Smith College.

A student who wants to be away from the college for more than one year must withdraw.

A student on approved off-campus study or personal leave is expected to adhere to the policies regarding such absences (available in the class dean's office and the Ada Comstock Scholars office). A student's account must be in good standing or the request will not be approved.

Medical Leave

If a student leaves the college on the advice of the health services, confirmation will be sent to her and her family by the registrar. A student is considered withdrawn and must apply for readmission through the registrar. A full report from her health care provider must be sent to the director of health services (or the associate director when specified). The student's health will be evaluated and a personal interview and documentation of improved functioning may be required before an application for readmission is considered by the administrative board. Certification by the health services does not automatically guarantee readmission. The administrative board, which makes the final decision on readmission, will also take into consideration the student's college record.

Short-Term Medical Leave

A student who is away from campus for an extended period of time (i.e., a week or more) for medical reasons may be placed on a short-term medical leave by Health Services. Instructors will be notified of the student's status by the class deans' office.

Any student who is placed on short-term medical leave, whether by Health Services or through her class dean, must receive clearance from Health Services before returning to campus. Health Services may require documentation from her health care provider before the student can return. The student must notify her class dean of her intention to return to classes.

Mandatory Medical Leave

The college physician or the director of the counseling service may require the withdrawal of a student who has any illness or condition that might endanger or be damaging to the health or welfare of herself or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community.

Withdrawal and Readmission

A student who plans to withdraw from the college should notify her class dean. When notice of withdrawal for the coming semester is given before June 30 or December 1, the student's general deposit ($100) is refunded. Official confirmation of the withdrawal will be sent to the student by the registrar.

A withdrawn student must apply to the registrar for readmission. Application for readmission in September must be sent to the registrar before March 1; for readmission in January, before November 1. The administrative board acts upon all requests for readmission and may require that applicants meet with the class dean or director of Health Services before considering the request. Normally, students who have withdrawn from the college must be away for at least one full semester.

Any student who has been away from Smith College for five or more years should make an appointment to speak with the director of the Ada Comstock Scholars Program before applying for readmission.

Graduate Study

At Smith we have a coed program. Students enjoy the personalized attention of fine faculty members and access to superb facilities. Each year more than 100 students participate in advanced work. They may be working toward a degree or diploma, or they may enroll as special students (nondegree) and register for one or more courses.

We offer graduate work leading to the degrees of master of arts, master of arts in teaching, master of fine arts, master of education, master of education of the deaf, master of science in exercise and sport studies and master and Ph.D. in social work, as well as a limited program leading to the degree of doctor of philosophy. In special one-year programs, international students may qualify for a certificate of graduate studies or a diploma in American studies.

Most graduate courses, which are designated as 500-level courses in the course listings, are planned for graduate students who are degree candidates. The departments offering this work present a limited number of graduate seminars, advanced experimental work or special studies designed for graduate students. Graduate students may take advanced undergraduate courses, subject to the limitations stated in the paragraphs describing the requirements for the graduate degrees. Departmental graduate advisers help graduate students individually to devise appropriate programs of study.

A cooperative Ph.D. program is offered by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts in the fields of astronomy, biological sciences, chemistry, geology, history and physics. The degree is awarded by the university in cooperation with the institution in which the student has done the research for the dissertation. Students interested in this program should write to the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003.

Admission

To enter a graduate degree program a student must have a bachelor's degree or its equivalent, an undergraduate record of high caliber and acceptance by the department concerned. All domestic applicants who wish to be considered for financial aid must submit all required application materials before January 15 of the proposed year of entry into the program, and financial aid forms before February 15 (refer to Financial Aid, page 61). All international applications for a master's degree or for the Diploma in American Studies Program must be received on or before January 15 of the proposed year of entry into the program. The deadline for admission without financial aid to most graduate programs is April 15 of the proposed year of entry for the first semester, and December 1 for the second semester. Exceptions to this deadline are as follows: Master of Arts in Italian, January 15; Master of Fine Arts in Dance, January 15.

Applicants must submit the following: the formal application, an official transcript of the undergraduate record, letters of recommendation from instructors at the undergraduate institution and scores from the Graduate Record Examination. The Miller Analogies Test is an acceptable alternative for the Master of Education (Ed.M.) and the Master of Education of the Deaf (M.E.D.) only. Applicants from non-English-speaking countries must submit official results of the Test of English as a Foreign Language (TOEFL). Applicants from English-speaking countries must submit the

OFFICE OF GRADUATE STUDY
106 LILLY HALL
SMITH COLLEGE, NORTHAMPTON, MA 01063
TELEPHONE: (413) 585-3050
E-MAIL: GRADSTDY@SMITH.EDU

Graduate Record Examination. Candidates must also submit a paper written in an advanced undergraduate course. Correspondence should be addressed to the Office of Graduate Study.

Smith College is committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences.

Smith College does not discriminate in its educational and employment policies on the bases of race, color, creed, religion, national/ethnic origin, sex, sexual orientation, age, or with regard to the bases outlined in the Veterans Readjustment Act and the Americans with Disabilities Act.

For more information, please contact the Office of Institutional Diversity, (413) 585-2141.

Residence Requirements

Students who are registered for a graduate degree program at Smith College are considered to be in residence. A full-time graduate student takes a minimum course program of 12 credits per semester. A half-time student takes a minimum course program of eight credits per semester. With the approval of their academic adviser and the director of graduate study, they may take a maximum of 12 credits for degree credit at Amherst, Hampshire or Mount Holyoke colleges or the University of Massachusetts. No more than two courses (eight credits) will be accepted in transfer from outside of the Five Colleges. We strongly recommend that work for advanced degrees be continuous; if it is interrupted or undertaken on a part-time basis, an extended period is permitted, but all work for a master's degree normally must be completed within a period of four years. Exceptions to this policy will be considered by petition to the Administrative Board. During this period a continuation fee of $50 will be charged for each semester during which a student is not enrolled at Smith College in course work toward the degree.

Leaves of Absence

A student who wishes to be away from the college for a semester or academic year for personal reasons may request a leave of absence. The request must be filed with the Office of Graduate Study by May 1 for a fall semester or academic year leave; by December 1 for a second-semester leave. No leaves of absence will be approved after May 1 for the following fall semester or academic year and December 1 for the spring semester, and the student must withdraw from the college.

A leave of absence may not be extended beyond one full academic year, and a student who wants to be away from the college for more than one year must withdraw.

A student on a leave of absence is expected to adhere to the policies regarding such leaves. A student's tuition account must be in good standing or the leave of absence will be canceled.

Degree Programs

Master of Arts

The master of arts degree is offered by the following departments: biological sciences, Italian, music, philosophy and religion. The department of history occasionally accepts M.A. candidates under special circumstances.

Applicants to the master of arts program are normally expected to have majored in the department concerned, although most departments will consider an applicant who has had some undergraduate work in the field and has majored in a related one. All such cases fall under the jurisdiction of the department. Prospective students who are in this category should address questions about specific details to the director of graduate study. With departmental approval, a student whose undergraduate preparation is deemed inadequate may make up any deficiency at Smith College.

Candidates for this degree must also offer evidence, satisfactory to the department concerned, of a reading knowledge of at least one foreign language commonly used in the field of study.

We require a minimum of 32 credits of work, of which at least 16, including those in preparation for the thesis, must be of graduate level. The remaining 16 may be undergraduate courses (of intermediate or advanced level), but no more than eight credits at the intermediate (200) level are permitted. With the approval of the department, no more than three undergraduate seminars may be

substituted for graduate-level courses. To be counted toward the degree, all work, including the thesis, must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a satisfactory/unsatisfactory basis. The requirements described in this paragraph are minimal. Any department may set additional or special requirements and thereby increase the total number of courses involved.

A thesis is also required of each candidate for this degree. It may be limited in scope but must demonstrate scholarly competence; it is equivalent to a one semester, four-credit course or a two semester, eight-credit course. Two typewritten copies must be presented to the committee for deposit in the library. The thesis may be completed in absentia only by special permission of the department and of the director of graduate study.

Although the requirements for this degree may be fulfilled in one academic year by well-prepared, full-time students, most candidates find it necessary to spend three or four semesters in residence.

Particular features of the various departmental programs are given below.

Biological Sciences

The master of arts degree in biological sciences emphasizes independent research along with advanced course work. Candidates for admission should demonstrate a strong background in biology and a dedication to pursue laboratory research. We offer opportunities to focus in a wide variety of areas of biology, including molecular biology, microbiology, biochemistry, genetics, evolutionary biology, animal behavior, developmental biology, neurobiology, ecology, marine biology, plant and animal physiology, and environmental sciences. Programs for the master's degree are designed to meet individual needs and ordinarily include the equivalent of eight credits of thesis research. An oral presentation of the thesis is required.

Italian

Candidates should have had an undergraduate major in Italian language and literature, another Romance language, English literature or a subject related to Italian studies, such as art, history or music; exceptions will be made in individual cases. All candidates should have a good reading knowledge of Italian and should submit a paper in Italian at the time of their application. Candidates must spend one academic year taking courses at the University of Florence as participants in the Smith College Program in Florence, Italy, and must complete a thesis and the equivalent of 32 credits at the graduate level.

Music

The master of arts degree may be earned in music history or in composition. Candidates should have had at least nine courses in music at the undergraduate level, including experience in theory (harmony, counterpoint, analysis), a general survey of music history and acquaintance with some more specialized field of music literature. Candidates are expected to have a reasonable facility at the keyboard and a reading knowledge of at least one language other than English. Applicants whose training falls short of the above requirements may be asked, upon acceptance, to take some remedial undergraduate courses (whose credit status will be determined by the departmental graduate adviser). The master of arts program in music, usually completed in two academic years, requires 48 credits, normally distributed as follows: a minimum of 24 at the graduate level (eight of which will be in preparation of the thesis) and a maximum of 24 at the undergraduate level (eight of which, with the approval of the departmental graduate adviser, may be at the intermediate level). Eight of the 48 required credits may be in performance, but a student who qualifies for graduate-level study in performance (auditions are held in May and September) may be invited by the appropriate instructor and the departmental graduate adviser to elect 16 credits in performance. A composer may be invited by the appropriate instructor and the departmental graduate adviser to prepare a composition in lieu of a thesis. A suitable program, inevitably including a good deal of independent study, will be worked out by each student and the departmental graduate adviser.

Philosophy

A candidate should have at least six courses in philosophy (including thesis credit) and three courses in closely related fields. A thesis is required and an oral examination on the completed thesis is expected. Candidates for the master of

arts degree in philosophy will be admitted in order to focus on certain specialties covered by various faculty members. Because the department is not large, applicants should ascertain before applying that their area of focus can be covered during the year they plan to be in residence.

RELIGION

Admission will normally be limited to well-qualified applicants whose personal circumstances (family, job or the like) require them to reside within commuting distance of Smith College.
A candidate must have completed undergraduate studies in religion and in related fields to demonstrate to the department that he or she has competence and sufficient preparation for graduate work in religion (see, as an approximate guide, requirements for the undergraduate major in religion elsewhere in this catalogue). In addition to the 32 credits required by the college for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate it accepts. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Credits taken to acquire such proficiency will be in addition to the 32 required for the degree. An oral examination on the completed thesis is expected.

Master of Arts in Teaching

The departments of art, biological sciences, chemistry, English, French, geology, history, mathematics, physics and Spanish actively cooperate with the education and child study department in administering the M.A.T. program.

The degree of master of arts in teaching is designed for prospective teachers in secondary schools. The M.A.T. program combines study in the field of the student's academic interest (the teaching field) with experience in teaching and the study of American education. Prospective candidates should have a superior undergraduate record, including an appropriate concentration—normally, a major—in the subject of the teaching field, and should present evidence of personal qualifications for effective teaching. Applicants are asked to submit scores for the Graduate Record Examination.

So far as possible, course elections are arranged to meet individualized needs, both in the amount of practice teaching and in the distribution of course work between education and the teaching field. Candidates generally earn the degree in one academic year and one six-week summer session. A thesis is not required. Experienced teachers take a minimum of 32 credits. Inexperienced teachers take a total of 40 credits, including eight in the Smith-Northampton Summer Intern Teaching Program; in most cases the summer program should precede that of the academic year. International students not seeking certification are exempt from the summer program. Admission prerequisites and course requirements vary among cooperating departments; more detailed information may be obtained from the Office of Graduate Study. To qualify for a degree the candidate must obtain a grade of B– or better in all courses or seminars, although a grade of C in one four-credit course may be permitted on departmental recommendation. Courses for graduate credit may not be taken on a pass/fail basis.

Master of Education

The program leading to the degree of master of education is designed for students who are planning to teach in nursery or elementary schools and those wishing to do advanced study in the fields of preschool and elementary education. The Department of Education and Child Study uses the facilities of two laboratory schools operated by the college. The public schools of Northampton and vicinity, as well as several private schools, also cooperate in offering opportunities for observation and practice teaching. Students who follow the master of education program will ordinarily complete the state approved program in teacher education enabling them to meet requirements for certification in various states.

Candidates for the degree of master of education are selected on the basis of academic aptitude and general fitness for teaching. They should supply scores for either the Graduate Record Examination or the Miller Analogies Test. All applicants should submit a paper or other piece of work that is illustrative of their writing. Applicants with teaching experience should submit a recommendation concerning their teaching.

Master of Education of the Deaf

The Clarke School for the Deaf, in Northampton, and Smith College offer a cooperative program of study (one academic year and one summer) leading to the degree of Master of Education of the Deaf. Rolling admissions for this program for entry in summer 2002 will begin after December 1, although applications will be accepted as late as April 15 of that year.

Master of Fine Arts in Dance

The Department of Dance offers a two-year program of specialized training for candidates who demonstrate interest and unusual ability in dance. Choreography, performance, production, and history and literature of dance are stressed. To count toward the degree, all work must earn a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum. Courses for graduate credit may not be taken on a pass/fail basis. The thesis requires a presentation of original choreography with production designs and written supportive materials.

Interested students may consult the graduate adviser, Department of Dance, Berenson Studio, Smith College, Northampton, Massachusetts 01063.

Master of Fine Arts in Playwriting

This program, offered by the Department of Theatre, provides specialized training to candidates who have given evidence of professional promise in playwriting. The Department of Theatre places great emphasis on collaborative work among designers, performers, directors and writers, thus offering a unique opportunity for playwrights to have their work nurtured and supported by others who work with it at various levels.

Sixty-four credit hours, including a thesis, and two years of residence are required. In a two-year sequence a student would have eight required courses in directing, advanced playwriting and dramatic literature and a total of eight electives at the 300 level or above, with the recommendation that half be in dramatic literature. Electives may be chosen from acting, directing and design/tech courses and from courses outside the department and within the Five Colleges. To count toward the degree, all work must receive a grade of at least B–, but the degree will not be awarded to a student who has no grade above this minimum.

Master of Science in Exercise and Sport Studies

The graduate program in exercise and sport studies focuses on preparing coaches for women's intercollegiate teams. The curriculum blends theory courses in exercise and sport studies with hands-on coaching experience at the college level. By design, the program is a small one, with only 12 to 16 candidates in residence. This makes it possible for students to work independently with faculty and coaches. Smith has a history of excellence in academics and a wide-ranging intercollegiate program composed of 14 varsity sports. Entrance into the two-year program requires a strong undergraduate record and playing and/or coaching experience in the sport in which a student will be coaching. Individuals who do not have undergraduate courses in exercise physiology and kinesiology should anticipate work beyond the normal 51 credits. For more information contact Michelle Finley, Department of Exercise and Sport Studies, Smith College, Northampton, MA 01063, (413) 585-3971; e-mail: mfinley@smith.edu; World Wide Web: http://www.science.smith.edu/exer_sci/grad.

Doctor of Philosophy

Smith College does not normally award the degree of doctor of philosophy, but under special circumstances may consider an application.

One year of graduate study, proficiency in two appropriate foreign languages, and departmental approval are required for admission to candidacy for the degree of doctor of philosophy. Applicants to the Ph.D. program should hold a master's degree or its equivalent. The degree requires a minimum of three years' study beyond the bachelor's degree, including two years in residence at Smith College. A major requirement for the degree is a dissertation of publishable caliber based on original and independent research. A cumulative grade average of B in course work must be maintained.

Each doctoral program is planned individually and supervised by a guidance committee composed of the dissertation director and two other members of the faculty.

The degree of doctor of philosophy is occasionally granted in the Department of Biological Sciences. Admission to candidacy in this department is achieved after passing written and oral examinations that are taken upon the completion of the student's course work. The dissertation must be defended at an oral examination. The department, however, strongly recommends that candidates for the Ph.D. degree enter the Five College Cooperative Ph.D. Program shared by Amherst, Hampshire, Mount Holyoke and Smith colleges and the University of Massachusetts. The Five College program is under the jurisdiction of the dean of the graduate school, University of Massachusetts, Amherst, Massachusetts 01003, (413) 545-0721. Although the University of Massachusetts grants the degree, the major part of the work may be taken within the biological sciences department at one of the participating institutions.

Master/Ph.D. of Social Work

The School for Social Work offers a master of social work degree which focuses on clinical social work and puts a heavy emphasis on direct field work practice. The program stresses the integration of clinical theory and practice with an understanding of the social contexts in which people live. It also emphasizes an understanding of the social policies and organizational structure which influence our service delivery system. In addition, the school offers a Ph.D. program designed to prepare MSWs for leadership positions in clinical research education and practice. It also has extensive postgraduate offerings through its Continuing Education Program. For more information on admission or program detail, call the School for Social Work Office of Admission at (413) 585-7960.

Nondegree Studies

Certificate of Graduate Studies

Under special circumstances we may award the Certificate of Graduate Studies to international students who have received undergraduate training in an institution of recognized standing and who have satisfactorily completed a year's program of study under the direction of the committee on graduate study. This program must include at least 28 credits completed with a grade of C or better. At least five of these courses should be above the intermediate level.

Diploma in American Studies

This is a one-year program open only to international students of advanced undergraduate or graduate standing. It is designed primarily, although not exclusively, for those who are teaching or who plan to teach some aspect of American culture and institutions. Candidates should have a bachelor's degree or at least four years of university-level work or the equivalent in an approved foreign institution of higher learning, and must furnish satisfactory evidence of mastery of spoken and written English. The closing date for application is January 15.

The program consists of a minimum of 24 credits: American Studies 555a and 556b (special seminars for diploma students only), 16 other credits in American Studies or in one or more of the cooperating disciplines, including American Studies 570b, the diploma thesis. A cumulative grade average of B in course work must be maintained.

Nondegree Students

Well-qualified students who wish to take courses are required to file a nondegree student application along with an official undergraduate transcript showing their degree and date awarded. Applications can be obtained from the Office of Graduate Study, Lilly Hall 106. The application deadline is August 1 for the fall semester and December 1 for the spring semester. The permission of each course instructor is necessary at the time of registration, during the first week of classes each semester. Nondegree students are admitted and registered for only one semester and are not eligible for financial aid. Those wishing to take courses in subsequent semesters must reactivate their application each semester by the above deadlines.

Students who later wish to change their status to that of a part-time or full-time student working for a degree must apply for admission as a degree candidate. Credit for course work taken as a nondegree student may count toward the degree with the approval of the department concerned.

Housing and Personal Services

Housing

A very limited amount of graduate student housing is available on campus. Smith offers a cooperative graduate house with single bedrooms, large kitchen, and no private bathrooms. Included is a room furnished with a bed, chest of drawers, mirror, desk and easy chair. Students provide their own board. This room-only plan is allocated on a first come-first served basis and costs $4,310 for the 2001–02 academic year. If you are interested, contact the Dean of Students' Office at (413) 585-4940 or by e-mail at housing@smith.edu.

For individuals wishing to check the local rental market, go to http://www.gazettenet.com/classifieds/ to find "Real Estate for Rent." It is advisable to begin looking for housing as soon as you have decided to enroll.

Health Services

Graduate students, both full-time and part-time, are eligible to use Smith's health services and to participate in the Smith College health insurance program (see pp. 22–23 for complete information).

Finances

Tuition and Other Fees

Application fee	$50
Full tuition, for the year*	$24,550
16 credits or more per semester	
Part-time tuition	
Fee per credit	$770
Summer Intern Teaching Program tuition for degree candidates	$1,500
Continuation fee, per semester	$50
Room only for the academic year	$4,310
Health insurance estimate	
(if coverage will begin August 15)	$998
(if coverage will begin June 15)	$1,128

For additional information concerning fees for practical music and studio art see pp. 34–35.

Statements for semester fees are mailed on or about July 10 and December 10 from the Office of Student Financial Services. Payment of charges for the first semester is due in early August and for the second semester in early January. Balances unpaid at this time are subject to a Late Payment Fee equivalent to an annual percentage rate of 15 percent.

Deposit

A general deposit of $100 is required from each student upon admittance. This is a one-time deposit that will be refunded in October, or approximately six months following the student's last date of attendance, after deducting any unpaid charges or fees, provided that the graduate office has been notified in writing before July 1 that a student will withdraw for first semester or before December 1 for second semester. The deposit is not refunded if the student is separated from the college for college work or conduct deemed unsatisfactory. It is not refunded for new students in the case of withdrawal before entrance.

Refunds

Please refer to pages 35–36 for full information on refunds.

Financial Aid

The college offers a number of scholarships for graduate study. Amounts vary according to circumstances and the money available. Holders of these awards may not undertake remunerative employment without the permission of the director of graduate study. Applicants who wish to receive financial aid must submit all required graduate degree application materials by January 15. All supporting financial aid material is due by February 15: the Free Application for Federal Student Aid (FAFSA) and a copy of student's federal tax return form 1040, 1040A or 1040EZ, including copies of all pages, schedules, and W2's.

* This entitles students to use Smith's health services.

Several scholarships are available for international students. Candidates should write to the Office of Graduate Study as early as November, if possible, for application forms and details about required credentials; completed applications should be received by January 15.

Teaching fellowships are available in the departments of biological sciences, education and child study, exercise and sport studies, dance and music. For the academic year 2001–02 the stipend is $9,840 for a first-year fellow and $10,290 for a second-year fellow. Teaching fellows also receive assistance to reduce or eliminate tuition expenses. Applicants who are interested in teaching fellowships should note this interest on side two of their application for admission. Returning students should submit a letter requesting fellowship consideration to the Office of Graduate Study by January 15.

Research fellowships are granted for work in various science departments as funds become available; stipends vary in accordance with the nature and length of the appointment.

During the academic year the research fellow usually carries a half-time graduate program. The teaching and research fellowships and graduate assistantships are of particular value to students who are interested in further study or research, since they combine fellowship aid with practical experience and an opportunity to gain competence in a special field of study. In accepting one of these appointments, the student agrees to remain for its duration.

All loan funds are administered by the Offices of Graduate Study and Student Financial Services. Federal William D. Ford Direct Loans may be included in aid offered to graduate students on admission. Applicants must agree to begin monthly payments on loans soon after completion of their work at Smith College.

In an effort to encourage liberal arts graduates to enter the teaching profession, Smith College has instituted a forgivable loan program for M.A.T. candidates in the field of mathematics. Under this program prospective students can apply for loans to meet tuition expenses not covered by need-based scholarships. For each of a graduate's first three years of teaching, the college will forgive a portion of that loan up to a maximum of 65 percent.

Requests for loan information should be addressed to the Office of Graduate Study, Smith College, Northampton, Massachusetts 01063.

Changes in Course Registration

During the first 10 class days (September in the first semester and February in the second semester) a student may drop or enter a course with the approval of the adviser.

From the 11th through the 15th day of class, a student may enter a course with the permission of the instructor, the adviser and the director of graduate study.

After the 10th day of classes a student may drop a course up to the end of the fifth week of the semester (October in the first semester and February in the second semester):

1) after consultation with the instructor; and
2) with the approval of the adviser and the director of graduate study.

A student who wishes to drop a seminar or course with limited enrollment should do so at the earliest possible time so that another student may take advantage of the opening. Because the organization and operation of such courses are often critically dependent on the students enrolled, the instructor may refuse permission to drop the course after the first 10 class days.

Regulations governing changes in enrollment in courses in one of the other four colleges may be more restrictive than the above. Instructions and deadlines for registration in Five College courses are published by the registrar's office and included in the registration packet.

Policy Regarding Completion of Required Course Work

A graduate student who is unable to complete required course work on time must submit to the director of graduate study a written request for an extension before the end of the semester in which the grade is due. The instructor of the course should also submit a statement in support of the extension. If the extension is granted, the work must be completed by the date agreed on by the director, instructor and student. No extensions may exceed one calendar year from the time of initial enrollment in the course. The initiative in arranging for the completion of course work rests with the student.



Courses of Study, 2001–02

	Designation	Academic Division
Major and Minor in the Department of Afro-American Studies	AAS	I
Interdepartmental Major in American Studies	AMS	II
Interdepartmental Minor in Ancient Studies	ANS	I/II
Majors and Minor in Anthropology	ANT	II
Majors: Anthropology	ANT	II
Sociology and Anthropology	SAN	II
Minor: Anthropology	ANT	II
Interdepartmental Minor in Archaeology	ARC	I/II
Major and Minors in the Department of Art	ART	I
Minors: Architecture and Urbanism	ARU	I
Art History	ARH	I
Graphic Art	ARG	I
Studio Art	ARS	I
Major and Minor in the Five College Department of Astronomy	AST	III
Interdepartmental Major in Biochemistry	BCH	III
Major and Minor in the Department of Biological Sciences	BIO	III
Major and Minor in the Department of Chemistry	CHM	III
Majors and Minors in the Department of Classical Languages and Literatures	CLS	I
Major: Classical Studies	CST	I
Majors and Minors: Greek	GRK	I
Latin	LAT	I
Classics	CLS	I
Interdepartmental Major in Comparative Literature	CLT	I
Major and Minors in the Department of Computer Science	CSC	III
Minors: Systems Analysis	CSA	III
Computer Science and Language	CSL	III
Mathematical Foundations of Computer Science	CSF	III
Major and Minor in the Five College Dance Department	DAN	I
Major and Minor in the Department of East Asian Languages and Literatures*	EAL	I
Interdepartmental Minor in East Asian Studies	EAS	I/II
Major and Minor in the Department of Economics	ECO	II
Major and Minor in the Department of Education and Child Study	EDC	II
Interdepartmental Major and Minor in Engineering**	EGR	III
Major and Minor in the Department of English Language and Literature	ENG	I

Key: Division I The Humanities
Division II The Social Sciences and History
Division III The Natural Sciences

*Currently includes Chinese (CHI), Japanese (JPN) and Korean (KOR)
** Pending institutional approval

Interdepartmental Minor in Ethics	ETH	I/II/III
Minor in the Department of Exercise and Sport Studies	ESS	III
Interdepartmental Minor in Environmental Science	EVS	III
Interdepartmental Minor in Film Studies	FLS	I/II
Majors in the Department of French Language and Literature	FRN	I
Majors: French Language and Literature	FRL	I
French Studies	FRS	I
First-Year Seminars	FYS	I/II/III
Major and Minor in the Department of Geology	GEO	III
Major and Minor in the Department of German Studies	GER	I
Major and Minor in the Department of Government	GOV	II
Major and Minor in the Department of History	HST	II
Interdepartmental Minor in History of the Sciences	HSC	I/II/III
Interdepartmental Minor in International Relations	IRL	II
Major and Minor in the Department of Italian Language and Literature	ITL	I
Interdepartmental Minor in Jewish Studies	JUD	I/II
Interdepartmental Major and Minor in Latin American and Latino/a Studies	LAS	I/II
Interdepartmental Minor in Logic	LOG	I/III
Interdepartmental Minor in Marine Sciences	MSC	III
Major and Minor in the Department of Mathematics	MTH	III
Interdepartmental Major and Minor in Medieval Studies	MED	I/II
Major and Minor in the Department of Music	MUS	I
Interdepartmental Major and Minor in Neuroscience	NSC	III
Major and Minor in the Department of Philosophy	PHI	I
Major and Minor in the Department of Physics	PHY	III
Interdepartmental Minor in Political Economy	PEC	II
Major and Minor in the Department of Psychology	PSY	III
Interdepartmental Minor in Public Policy	PPL	II/III
Major and Minor in the Department of Religion and Biblical Literature	REL	I
Majors in the Department of Russian Language and Literature	RUS	I
Majors: Russian Literature	RUL	I
Russian Civilization	RUC	I
Majors and Minor in Sociology	SOC	II
Majors: Sociology	SOC	II
Sociology and Anthropology	SAN	II
Minor: Sociology	SOC	II
Majors and Minors in the Department of Spanish and Portuguese*	SPP	I
Majors: Peninsular Spanish Literature	SPN	I
Latin American Literature	SLL	I
Portuguese-Brazilian Studies	SPB	I
Minors: Spanish	SPN	I
Portuguese-Brazilian Studies	SPB	I
Major and Minor in the Department of Theatre	THE	I
Interdepartmental Minor in Third World Development Studies	TWD	I/II

*Portuguese language courses are designated POR.

Interdepartmental Minor in Urban Studies	URS	I/II
Interdepartmental Major and Minor in Women's Studies	WST	I/II/III
Extradepartmental Course in Accounting	ACC	II
Interdepartmental Course in General Literature	GLT	I
Interdepartmental Courses in Philosophy and Psychology	PPY	I/III
Other Extradepartmental Courses	EDP	
Other Interdepartmental Courses	IDP	
Five College Course Offerings by Five College Faculty		
Five College Certificate in African Studies	AFC	
Five College Asian/Pacific/American Certificate Program	APA	
Five College Certificate in Culture, Health and Science	CHS	
Five College Certificate in International Relations	IRC	
Five College Certificate in Latin American Studies	LAC	
Five College Certificate in Middle East Studies	MEC	
Five College Self-Instructional Language Program	SIL	
Foreign Language Literature Courses in Translation		
Interterm Courses Offered for Credit		
Science Courses for Beginning Students		

Deciphering Course Listings

COURSE NUMBERING

Courses are classified in six grades indicated by the first digit of the course number. In some cases, subcategories are indicated by the second and third digits.

100 level	Introductory courses (open to all students)
200 level	Intermediate courses (may have prerequisites)
300 level	Advanced courses (have prerequisites)
400 level	Independent work—the last digit (with the exception of honors) represents the amount of credit assigned. Departments specify the number of credits customarily assigned for Special Studies.
400	Special Studies (variable credit, as assigned)
408d	(full year, eight credits)
410	Internships (credits as assigned)
420	Independent Study (credits as assigned)
430d	Honors Thesis (full year, eight credits)
431a	Honors Thesis (first semester only, eight credits)
432d	Honors Thesis (full year, 12 credits)
500 level	Graduate courses—for departments that offer graduate work, independent work is numbered as follows:
580	Special Studies
590	Thesis
900 level	Reserved for courses (e.g., music performance) that are identifiably distinct from the other offerings of a department.

A "j" after the course number indicates a course offered for credit during Interterm, and a "d" indicates a full-year course in which credit is granted after two consecutive semesters and the grade is cumulative.

A course in which the spring semester is a continuation of the fall semester is given the next consecutive number and listed separately with the prerequisite indicated.

Full-year courses are offered when it is not permissible for a student to receive credit for one semester only (i.e., introductory language courses).

Language courses are numbered to provide consistency among departments.

- The introductory elementary course in each language is numbered 100.
- The intensive course in each language is numbered 110 or 111 and normally is a full-year course.
- Intermediate language courses are numbered 120 for low intermediate and 220 for high intermediate.

Introductory science courses are numbered to provide consistency among departments.

- The introductory courses that serve as the basis for the major are numbered 111 (and 112 if they continue into a second semester). "Fast track" courses are numbered 115 (and 116 when appropriate).
- Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.
- Courses approved for listing in multiple departments and programs are identified by the three-letter designation of the home department and are described fully in that department's course listings.

Courses with Limited Enrollment

Seminars are limited to 12 students and are open only to juniors, seniors and graduate students, by permission of the instructor. At the discretion of the instructor and with the approval of the department chair or the program director, 15 students may enroll. The designation that a course is a seminar appears in the title unless all seminars appear as a separate and clearly designated group in the department's course listing. The current topic, if applicable, immediately follows the title of the seminar.

Colloquia, primarily reading and discussion courses with an enrollment limit of 20, are also clearly designated.

Instructors

The following symbols before an instructor's name in the list of members of a department have the indicated meaning:

*1	absent fall semester 2001–02
*2	absent fall semester 2002–03
**1	absent spring semester 2001–02
**2	absent spring semester 2002–03
†1	absent academic year 2001–02
†2	absent academic year 2002–03
§1	director of a Junior Year Abroad Program, academic year 2001–02
§2	director of a Junior Year Abroad Program, academic year 2002–03

Visiting faculty and some lecturers are generally appointed for a limited term. The phrase "to be announced" refers to the instructor's name.

Meeting Times

Course meeting times are listed in the "Schedule of Classes" distributed by the registrar before each semester. Students may not elect more than one course in a time block (see chart inside back cover), except in rare cases that involve no conflict. Where scheduled hours are not given, the times of meeting are arranged by the instructor.

Other Symbols and Abbreviations

dem.:	demonstration course
lab.:	laboratory
Lec.:	lecture
sec.:	section
dis.:	discussion
( ):	A department or college name in parentheses following the name of an instructor in a course listing indicates the instructor's usual affiliation.

(E): An "E" in parentheses at the end of a course description designates an experimental course approved by the Committee on Academic Priorities to be offered not more than twice.

(C): The history department uses a "C" in parentheses after the course number to designate colloquia that are primarily reading and discussion courses limited to 20 students.

(L): The history department uses an "L" in parentheses after the course number to designate lectures that are unrestricted in size. Lectures and colloquia are open to all students unless otherwise indicated.

L: The dance and theatre departments use an "L" to designate that enrollment is limited.

P: The dance and theatre departments use a "P" to designate that permission of the instructor is required.

AP: Advanced Placement. See p. 50.

S/U: Satisfactory/unsatisfactory. See p. 49.

[ ] Courses in brackets will not be offered during the current year.

{ } Course listings in this catalogue indicate in curly brackets which area(s) of knowledge a given course covers (see p. 27 for a fuller explanation). Please note that certain courses do not indicate any designation as decided by the department, program or instructor involved, e.g., English 101. Students who wish to become eligible for Latin Honors at graduation must elect at least one course (normally four credits) in each of the seven major fields of knowledge (applies to those students who begin at Smith in September 1994 or later *and* who graduate in 1998 or later). Following is a listing of the major fields of knowledge as described on pages 7–8; multiple designations are separated by a backslash, e.g., **{L/H/F}:**

L Literature

H Historical studies

S Social science

N Natural science

M Mathematics and analytic philosophy

A The arts

F A foreign language

WI The letters **WI** in boldface indicate a course is writing intensive. Each first-year student is required, during her first or second semester at Smith, to complete at least one writing-intensive course.

Afro-American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Thomas Derr, Ph.D. (Religion and Biblical Literature)
Paula J. Giddings, Ph.D.

Associate Professors
Louis E. Wilson, Ph.D.
Brenda Allen, Ph.D. (Psychology), *Chair*
Yvonne Daniel, Ph.D. (Dance and Afro-American Studies)
Andrea Hairston, M.A. (Theatre and Afro-American Studies)
**[1]Ann Arnett Ferguson, Ph.D. (Afro-American Studies and Women's Studies)

Adjunct Associate Professor
Carolyn Jacobs, Ph.D.

Assistant Professors
Kevin E. Quashie, Ph.D.
Katwiwa Mule, Ph.D. (Comparative Literature)

Instructor
Carolyn J. Powell, M.P.A.

Lecturer
Yusef Lateef

Mendenhall Fellow
Lance T. McCready, M.A.

Students majoring or minoring in Afro-American studies must take two of 111, 113, or 117.

111 Introduction to Black Culture
An introduction to some of the major perspectives, themes, and issues in the field of African American studies. Our focus will be on the economic, social and political aspects of cultural production. We will also methodologically explore what it means to read, write about, view and listen to black culture. **{S}** 4 credits
Kevin Quashie
Offered Fall 2001

113 Survey of Afro-American Literature: 1746 to 1975
An introduction to the themes, issues, and questions that shaped the literature of African Americans during its period of origin. Texts will include poetry, prose, and primarily, works of fiction. Writers include Harriet Jacobs, Octavia Butler, Frances Harper, and Chester Himes. **{L}** 4 credits
Carolyn Powell
Offered Spring 2002

117 History of Afro-American People to 1960
An examination of the broad contours of the history of the Afro-American in the United States from ca. 1600–1960. Particular emphasis will be given to: how Africans influenced virtually every aspect of U.S. society; slavery, constitutional changes after 1865; the philosophies of W.E.B. DuBois, Booker T. Washington, Marcus Garvey, and the rise and fall of racial segregation in the United States to 1954. **{H}** 4 credits
Louis Wilson
Offered Spring 2002

211 Black Cultural Theory
This class will explore the history of cultural production by African people in the United States, with an emphasis on engaging the various theoretical foundations that inform black art, music, history, oral culture, literature, dance, politics, language, religion, philosophy over the twentieth century. The central aim of the course is to (somewhat chronologically) imagine and engage the various theoretical traditions that undergird black U.S. life. What constitutes "black culture" and what prin-

ciples does its cultural production evoke? Prerequisite: students should have taken AAS 111, 113, or 117. Enrollment limited to 40. {L/H} 4 credits
Kevin Quashie
Offered Spring 2002

212 Culture and Class in the Afro-American Family
An examination of the social, economic, and historical factors that have shaped African American family patterns over time and the ways in which black families, individually and collectively, respond to these changes. We will draw on a selection of portraits of individual families that document and illustrate the diversity of black families, their internal strengths as well as their vulnerabilities. {S} WI 4 credits
Ann Arnett Ferguson
Offered Fall 2001

218 History of Southern Africa
The course will focus on the history of South Africa, Zimbabwe, Angola, Mozambique, Swaziland and Lesotho. Particular attention will be given to: the pre-colonial history of the region, the colonial systems imposed by the Dutch, and the Portuguese, followed by the British; the decline of African political power in the 19th century and the rise and fall of white minority governments in the region. {H} 4 credits
Louis Wilson
Offered Fall 2001

219 South African Studies
This is a team-taught, intensive course on South Africa for seven students from Smith College and seven students from Wellesley College, taught on location at the University of Cape Town, South Africa. It is a multidisciplinary examination of the historical, social, political, economic, cultural and physical environment of South Africa with particular focus on Cape Town and the Western Cape. There will be day visits to key sites of historic/social/scientific significance after preparation with readings and lectures. This course will meet for four or five hours per day for four weeks from July 27 until August 24, 2001. Enrollment limited to seven. Permission of the instructors required. (E) 2 credits
Louis Wilson and Peter de Villiers (Psychology)
Offered Summer 2001

222 Introduction to African American Music: Gospel, Blues and Jazz
The course introduces the student to the various music forms and their histories within the African American community from the early 19th century to the present. Specifically, the course will focus on spirituals, folk, blues, gospel, and jazz. Enrollment limited to 40. (E) {A} 4 credits
Yusef Lateef
Offered Fall 2001

237 Twentieth-Century Afro-American Literature
A survey of the evolution of African American literature during the 20th century. This class will build on the foundations established in AAS 113, Survey of Afro-American Literature. Writers include Langston Hughes, Richard Wright, James Baldwin, Toni Morrison, and Paule Marshall. {L} 4 credits
Kevin Quashie
Offered Spring 2002

245 Colloquium: The Harlem Renaissance
A study of one of the first cohesive cultural movements in African American history. This class will focus on developments in politics, and civil rights (NAACP, Urban League, UNIA), creative arts (poetry, prose, painting, sculpture) and urban sociology (modernism, urban growth). Writers and subjects will include Zora Neale Hurston, David Levering Lewis, Gloria Hall, Langston Hughes, and Nella Larsen, among others. {S} 4 credits
Kevin Quashie
Offered Fall 2001

248 Colloquium: Gender in the Afro-American Literary Tradition
A study of the Afro-American literature through the lens of gender. How does the issue of gender affect the relationship between race and writing? Authors include Nella Larsen, Zora Neale Hurston, Charles Johnson, Ida B. Wells, Richard Wright, and John Edgar Wideman. Prerequisites: AAS 113 and 237 or with permission of the instructor. Enrollment limited to 20. {L}
Carolyn Powell
Offered Fall 2001

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970
An interdisciplinary study of Afro-American history from the Brown Decision in 1954. Particular attention will be given to the factors that contributed to the formative years of "Civil Rights Movements," black films and music of the era, the rise of "Black Nationalism," and the importance of Afro-Americans in the Vietnam War. Recommended background: survey course in Afro-American history, American history, or Afro-American literature. Not open to first-year students. Prerequisite: 117 and/or 270, or permission of the instructor. Enrollment limited to 40. **{H}** 4 credits
Louis E. Wilson
Offered Fall 2001

366 Seminar: Contemporary Topics in Afro-American Studies
{S} 4 credits

African American Women's History
This course will explore African American women's history and its most recent scholarship in terms of a broad range of 19th and 20th century topics, including slavery and freedom, work, social movements, and sexuality in the history of women of African descent in the United States.
Carolyn Powell
Offered Fall 2001

"Race Passing" Through History, Literature and Film
This course will look at race, class, gender, and identity as it historically pertains to blacks "passing" for white. Through the use of history, film, and literature, we will also explore how these issues continue to challenge a more contemporary America today.
Carolyn Powell
Offered Spring 2002

369 Seminar: Blacks and American Law
This course will look at institutions, ideologies, and practices that have helped shape the law as it pertains to black men and women in America. Some of the issues to be explored are slave law, segregations, affirmative action, domestic violence, and Supreme Court rulings. Prerequisite: GOV 100d, or a course in American history. **{S}**
Carolyn Powell
Offered Fall 2001

370 Seminar: Modern South Africa
In 1994 South Africa underwent a "peaceful revolution" with the election of Nelson Mandela. This course studies the historical events that led to this dramatic development in South Africa. **{H/S}** 4 credits
Louis Wilson
Offered Spring 2002

404 Special Studies
Required for senior majors. 4 credits
Offered both semesters each year

African Diaspora Studies is an essential aspect of the Afro-American Studies curriculum. Two courses on the African Diaspora are required for the major, and students may choose African Diaspora Studies as an area of concentration within Afro-American Studies. Interested students are also encouraged to consider the Five-College Certificate in African Studies as a supplement to their major. Below is a list of the faculty and courses relevant to Diaspora Studies.

Faculty
Yvonne Daniel (Afro-American Studies and Dance)
Elliot Fratkin (Anthropology)
Andrea Hairston (Afro-American Studies and Theatre)
Elizabeth Hopkins (Anthropology)
Albert Mosley (Philosophy)
Katwiwa Mule (Afro-American Studies and Comparative Literature)
Kevin Quashie (Afro-American Studies)
Greg White (Government)
Louis Wilson (Afro-American Studies)

Cross-Listed Courses

ANT 230 Population and Environment in Africa

ANT 231 Africa: A Continent in Crisis

ANT 232 Third World Politics: Anthropological Perspectives

CLT 205 20th Century Literatures of Africa

CLT 267 African Women's Drama

CLT 315 The Feminist Novel in Africa

DAN 142 Comparative Caribbean Dance I

DAN 243 Comparative Caribbean Dance II

DAN 272 Dance and Culture

GOV 227 Government and Politics in Sub-Saharan Africa

GOV 232 Southern African Politics

HST 257 East Africa in the 19th and 20th Centuries

HST 299 Ecology and History in Africa

PHI 254 African Philosophy

THE 315 Colloquium: African and Caribbean Theatre

Additional Courses Related to Afro-American Studies:

DAN 375 The Anthropology of Dance

ECO 230 Urban Economic

GOV 311 Seminar in Urban Politics

HST 266 The Age of the American Civil War

HST 267 The United States Since 1890

HST 273 Contemporary America

HST 275 Intellectual History of the United States

PHI 210 Issues in Recent and Contemporary Philosophy*

PSY 267 Psychology of the Black Experience*

SOC 213 Ethnic Minorities in America*

SOC 218 Urban Politics*

THE 214 Black Theatre*

The Major

Advisers: Members of the department.

Basis: two of the following: 111, 113, 117.

Requirements: nine semester courses, in addition to the two introductory courses, as follows:

1. General concentration: four 100- and 200-level courses, at least one of which must have a primary focus on the African Diaspora. Courses at the 300 level may also be used where appropriate;
2. Advanced concentration: four courses organized thematically or disciplinarily, at least one of which must have a primary focus on the African Diaspora;
3. 400 Special Studies (required for majors in junior or senior year).

Internships and study abroad may be offered where appropriate, and with the necessary permissions of the department, the Committee on Academic Priorities, and/or the Committee on Study Abroad.

To ensure coherence and continuity, courses taken outside Smith must be approved by the department chair and the adviser.

** Courses that are cross-listed with Afro-American Studies*

The Minor

Advisers: Members of the department.

Basis: two of the following: 111, 113, or 117.

Requirements: In addition to the basis, four elective courses are required, at least one of which must be a seminar or a 300-level course and at least one of which must have a primary focus on the African Diaspora. The elective courses, chosen with the assistance and approval of the adviser for the minor, may be arranged thematically or disciplinarily.

Adviser for Study Abroad: Chair of the Department.

Honors

Director: Ann Arnett Ferguson.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Requirements: The same as those for the major, including the required Special Studies, and a thesis, normally pursued in the first semester of or throughout the senior year, which substitutes for one or two of the courses in the major requirements listed above.

American Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Daniel Horowitz, Ph.D., Professor of American Studies and of History, Director
Helen Lefkowitz Horowitz, Ph.D., Professor of American Studies and of History, Sylvia Dlugasch Bauman Professor in American Studies
Floyd Cheung, Ph.D., Assistant Professor of English Language and Literature
Jessica Neuwirth, Adjunct Assistant Professor
Charles McGovern, Ph.D., Lecturer
Sherry Marker, M.A., Lecturer
Anne Fadiman, Lecturer
Joyce Follett, Lecturer
Karen Koehler, Lecturer in Art
James M. Hicks, Lecturer
Steve Waksman, Assistant Professor of Music

Wilson Postdoctoral Fellow
Tracy Leavelle (Kahn Liberal Arts Institute)

American Studies Committee
*[1] Robert Averitt, Professor of Economics
John Davis, Professor of Art
Richard Fantasia, Professor of Sociology and Acting Director, Diploma Program in American Studies (Fall)
Daniel Horowitz, Professor of American Studies and of History, Director
Helen Lefkowitz Horowitz, Professor of History and of American Studies, Sylvia Dlugasch Bauman Professor in American Studies, Associate Director
Richard Millington, Professor of English Language and Literature
Donald Leonard Robinson, Professor of Government
*[1] Peter Isaac Rose, Professor of Sociology and Director, Diploma Program in American Studies (Spring)
†[2] Susan R. Van Dyne, Professor of Women's Studies and of English Language and Literature
Rosetta Marantz Cohen, Associate Professor of Education and Child Study
Alice Hearst, J.D., Associate Professor of Government
†[2] Marc Steinberg, Associate Professor of Sociology
Louis Wilson, Associate Professor of Afro-American Studies
Floyd Cheung, Assistant Professor of English Language and Literature
Martin Antonetti, Curator of Rare Books
Sherrill Redmon, Director of the Sophia Smith Collection

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120 Scribbling Women
With the help of the Sophia Smith Collection and the Smith College Archives, this writing intensive course looks at a number of 19th and 20th century American women writers. All wrestled with specific issues that confronted them as women; each wrote about important issues in American society. Enrollment limited to 15. Priority given to incoming students. **{L/H} WI** 4 credits
Sherry Marker
Offered Fall 2001, Fall 2002

201 Introduction to the Study of American Society and Culture
An introduction to the methods and concerns of American Studies through the examination of a critical period of cultural transformation: the 1890s. We will draw on literature, painting, architecture, landscape design, social and cultural criticism, and popular culture to explore such topics as responses to economic change, ideas of nature and culture, America's relation to Europe, the question of race, the roles of women, family struc-

ture, social class, and urban experience. Open to all first- and second-year students, as well as to junior and senior majors. **{L/H}** 4 credits
Helen Lefkowitz Horowitz, John Davis, Rosetta Cohen, Steve Waksman, Spring 2002
Offered Spring 2002, Spring 2003

202 Methods in American Studies
A multidisciplinary exploration of different research methods and theoretical perspectives (Marxist, feminist, myth-symbol, cultural studies) in American studies. Prerequisite: AMS 201 or permission of the instructor. Enrollment limited to American studies majors. **{H/S} WI** 4 credits
Daniel Horowitz, Fall 2001
Richard Millington, Spring 2002
Offered both semesters each year

220 Colloquium
Enrollment limited to 20. Admission by permission of the instructor. 4 credits

Racial Images, Racialized Identities: Stereotypes, Performance and Popular Culture
An explanation of the role of race, and specifically of racial stereotypes, in a wide range of popular culture materials (film, literature, music). Beginning with the history of blackface minstrelsy in 19th-century America, popular culture has played a significant part in creating the images and ideas according to which Americans have understood race. Popular culture has also been the ground upon which stereotypical representations have often been challenged and alternative ways of imagining race put into practice. This shifting ground of racial representation and performance will form the core of this course, with an emphasis upon African American, Native American and Asian American images. Pending approval of the Committee on Academic Priorities. **{H/S}**
Steve Waksman
Offered Fall 2001, Fall 2002

Topic: To be announced
Bettine Friedl
Offered Fall 2002

221 Colloquium
Enrollment limited to 20. Admission by permission of the instructor.
4 credits

Women's History Through Documentary
The course surveys U.S. women's history from the colonial period to the present as depicted in documentaries. The class proceeds along two lines of inquiry, content and form. Through screenings of historical documentaries supplemented by lectures, readings, and discussion, the course moves chronologically through an examination of major themes in women's experience: family, community, work, sexuality, and politics. At the same time, the class develops a critical assessment of documentary as a form, with attention to its effectiveness in portraying the past as historical sources and technical methods change, its importance as a means of transmitting history to the general public, and the funding and political constraints on its production, broadcast, and distribution. **{H/S}**
Joyce Follet
Offered Spring 2002

American Indians, American Identities
American Indians have been important to American self-definitions from the colonial period to the present, as vanquished foes and vanishing peoples, as reminders of a distant past and as an ecological conscience. In recent and ongoing battles over athletic mascots, place names, and other controversial issues, images of Indians have become a source of bitter conflict. Far from vanishing, however, American Indians maintain vibrant cultures and distinctive identities rooted in both ancient traditions and modern ways. This course will explore the interplay between the images of American Indians produced in American culture and the images projected by Indians themselves. The course will examine the portrayal of Indians in literature, art, advertising, photography, and film and will consider the meaning of these images for various aspects of American identity. The constant counterpoint to this theme will be the analysis of sources that voice diverse expressions of American Indian identity. Pending approval of the Committee on Academic Priorities.
Tracy Leavelle
Offered Spring 2002, Spring 2003

The American Factory
This course will examine the American factory: its architecture, its representation in art, literature and film, and its complex position in the social, political, and economic history of the United States. This class will study the culture of mills and factories and consider such issues as gender in the workplace, the effects of mass-production on the 20th century psyche, contemporary approaches to re-use of factory complexes, and the influence of American factory design on modernist steel and glass architecture. Readings include both primary and secondary texts, including novels, diaries, historical writings, and critical theories. Assignments will include papers, journal entries, class presentations and field trips. Pending approval of the Committee on Academic Priorities.
Karen Koehler, Spring 2002
Offered Spring 2002, Spring 2003

230 Colloquium: The Asian American Experience
Narratives of Internment.
From 1942 until 1945, more than 120,000 Japanese and Japanese American residents and citizens of the United States and Canada were forcibly removed from their homes and sent to internment camps. Since the 1940s, historians, novelists, poets, filmmakers, visual artists, psychologists, and many others have narrated the experience of those interned. These narratives seek not only to tell stories, but also to investigate the ironies, contradictions, and paradoxes that led to internment, oversaw its execution, and continue to linger. This course will engage meditatively and critically with selected narratives of internment, such as novels by John Okada and Rahna Reiko Rizzuto, poetry by Mitsuye Yamada, photographs by Ansel Adams, films by the U.S. Office of War Information and Cynthia Fujikawa, psychological studies by Donna Nagata, and histories by Michi Weglyn and Roger Daniels. Admission by permission of the instructor. Enrollment limited to 25. **{L}** 4 credits
Floyd Cheung
Offered Fall 2001

302 Seminar: The Material Culture of New England, 1630–1860
Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. Classes are held in Old Deerfield, MA. Admission by permission of the instructor. Enrollment limited. **{H/A}** 4 credits
Jessica Neuwirth
Offered Spring 2002, Spring 2003

340 Symposium in American Studies
Limited to senior majors. Contact American Studies office for details. Topics listed below:

Decent and Indecent Representations
The symposium will look at the line separating the decent from the indecent in American representations in the 19th and 20th centuries. It will consider the shifting nature of public and private; controversies over censorship of literature, art, film, and other media; and the changing definition of "obscenity," among other topics.**{L/H}** 4 credits
Helen Lefkowitz Horowitz, Fall 2001
Offered Fall 2001, Fall 2002

Topic: To be Announced
Bettine Friedl
Offered Fall 2002

341 Symposium in American Studies
Limited to senior majors, contact the American Studies office for details. Topics listed below:

Popular Culture in America
We examine popular culture and the emergence of mass culture in the United States over the last 100 years or so. The course starts from the premises that popular culture, far from being a frivolous or debased alternative to high culture, is an important site of popular expression and cultural conflict and deserves critical attention. Thus we read theoretical texts that help us to "read" popular culture from burlesque to theme parks, advertising to Hollywood movies, and television to popular music. Throughout the course, we attempt to ground what we call "culture" in political, economic and social contexts. **{H/S}** 4 credits
Daniel Horowitz, Spring 2002
Offered Spring 2002, Spring 2003

350 Seminar: Writing About American Society
An examination of contemporary American issues

through the works of such literary journalists as Jamaica Kincaid, John McPhee, Tom Wolfe, Joan Didion, and Jessica Mitford; and intensive practice in expository writing to develop the student's own skills in analyzing complex social issues and expressing herself artfully in this form. May be repeated with a different instructor and with the permission of the director of the program. Enrollment limited. Admission by permission of the instructor. **{L/S}** 4 credits
Sherry Marker
Offered Fall 2001, Fall 2002

351 Seminar: Writing About American Society
A repetition of 350. **{L/S}** 4 credits
Anne Fadiman, Spring 2002
To be announced, Spring 2003
Offered Spring 2002, Spring 2003

400 Special Studies
Admission by permission of the instructor and the director.
1 to 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the instructor and the director.
8 credits
Full-year course; offered each year

Internship at the Smithsonian Institution

To enable qualified students to examine, under the tutelage of outstanding scholars, some of the finest collections of materials relating to the development of culture in America, the American Studies Program offers a one-semester internship at the Smithsonian Institution in Washington, D.C. The academic program consists of a seminar taught by a scholar at the Smithsonian, a tutorial on research methods, and a research project under the supervision of a Smithsonian staff member. The project is worth eight credits. Research projects have dealt with such topics as the northward migration of blacks, women in various sports, a history of Western Union, Charles Willson Peale's letters, the rise of modernism in American art, and the use of infant baby formula in the antebellum South.

Interns pay tuition and fees to Smith College but pay for their own room and board in Washington. Financial aid, if any, continues as if the student were resident in Northampton.

The program takes place during the fall semester. It is not limited to American Studies majors. Students majoring in art, history, sociology, anthropology, religion, and economics are especially encouraged to apply. Those in project-related disciplines (e.g., art history) may consult their advisers about the possibility of earning credit toward the major for work done on the internship. Applications will be available at the beginning of the second semester.

410 Tutorial on Research Methods at the Smithsonian
Individual supervision by a Smithsonian staff member. Given in Washington, D.C. **{H/S}** 4 credits
Donald Robinson, Director
Offered Fall 2001, Fall 2002

411 Seminar: American Culture: Conventions and Contexts
This course gives students a broad but intense exposure to analysis of a variety of American cultural forms and expressions. The course will have a dual focus: working on analysis—viewing, reflecting upon and debating specific cultural forms such as movies, music, or material culture; emphasizing historical context through a variety of case studies each employing different methods and styles. Students will become familiar with different approaches to understanding cultural artifacts and the worlds that produced them. Open only to members of the Smithsonian Internship Program. Given in Washington, D.C. **{H}** 4 credits
Charles F. McGovern
Offered Fall 2001, Fall 2002

412 Research Project at the Smithsonian Institution
Tutorial supervision by Smithsonian staff members. Given in Washington, D.C. **{H/S}** 8 credits
Donald Robinson, Director
Offered Fall 2001, Fall 2002

Requirements for the American Studies Major

Advisers: Robert Averitt, Floyd Cheung, Rosetta Cohen, John Davis, Alice Hearst, Daniel Horowitz, Helen Horowitz, Richard Millington, Donald L. Robinson, Marc Steinberg, Susan Van Dyne, Louis Wilson.

Because of the wide-ranging interests and methods included within the interdisciplinary American Studies Program, careful consultation between a student and her adviser is crucial to the planning of the major.

In order to structure their studies of American society and culture, majors will select a focus—such as an era (e.g., antebellum America, the 20th century) or a topical concentration (e.g., ethnicity and race, urban life, social policy, material culture, the family, industrialization, the arts, the media, popular culture, comparative American cultures)—which they will explore in at least four courses. It is expected that several courses in the major will explore issues outside the theme.

Because American Studies courses are located primarily in two divisions, Humanities and Social Sciences, students are to balance their studies with courses in each. Courses taken S/U may not be counted toward the major.

Requirements: 12 semester courses, as follows:

1. 201 and 202;
2. Eight courses in the American field, at the intermediate level or above. At least four must be focused on a theme defined by the student. At least two courses must be in the Humanities and two in the Social Sciences. At least two must be devoted primarily to the years before the twentieth century. At least one must be a seminar, ideally in the theme selected;
3. One course that will enable explicit comparisons between the United States and another society, culture, or region;
4. 340.

Honors

Director: Richard Millington.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001, Fall 2002

Requirements: the same as those for the major, except that a thesis (431) will be substituted for two of the eight courses in the American field. The thesis will be followed by a public presentation and an oral honors examination in the spring semester.

Diploma in American Studies

Directors: Richard Fantasia (Acting Director, Fall); Peter Rose (Spring).

A one-year program for foreign students of advanced undergraduate or graduate standing.

Requirements: 555 and 556 (special seminars for Diploma students only), three other courses in American Studies or in one or more of the related disciplines, and American Studies 570, Diploma Thesis (see note below).

555 Seminar: American Society and Culture
Topic: Social, Political, and Cultural Issues to 1880. For Diploma students only. 4 credits
James W. Hicks, Fall 2001
Offered Fall 2001, Fall 2002

556 Seminar: American Society and Culture
For Diploma students only. 4 credits
Peter I. Rose
Offered Spring 2002, Spring 2003

570 Diploma Thesis
4 credits
Peter Rose and others
Offered Spring 2002, Spring 2003

Ancient Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Scott Bradbury, Associate Professor of Classical Languages and Literatures
Patrick Coby, Professor of Government
Karl Donfried, Professor of Religion and Biblical Literature
Barbara Kellum, Professor of Art
Susan Levin, Associate Professor of Philosophy
†[2] Richard Lim, Associate Professor of History, *Director*

The minor in Ancient Studies provides students with the opportunity to consolidate a program of study on the ancient Mediterranean and Near Eastern worlds based on a variety of disciplinary perspectives. Courses in history, art, religion, classics, government, philosophy and archaeology make up the minor. Students shape their own programs, in consultation with their advisers, and may concentrate on a particular civilization or elect a cross-civilizational approach. No languages are required.

The Minor

Requirements: Six courses, in no less than three departments, selected from the list of related courses below.

Related Courses

ARC 211	Introduction to Archaeology
ARH 208	The Art of Greece
ARH 212	Ancient Cities and Sanctuaries
ARH 216	The Art of the Roman World
ARH 228	Islamic Art and Architecture
ARH 315	Studies in Roman Art
CLS 190	The Trojan War
CLS 227	Classical Mythology
CLS 230	The Historical Imagination
CLS 232	Paganism in the Greco-Roman World
CLS 233	Constructions of Gender and Sexuality in Greco-Roman Culture
GOV 261	Ancient and Medieval Political Theory
HST 202	Ancient Greece
HST 203	Alexander the Great and the Hellenistic World
HST 204	The Roman Republic
HST 205	The Roman Empire
HST 206	Aspects of Ancient History
HST 207	Islamic Civilization to the 15th Century
HST 296	The Making of Late Antiquity
HST 302	Topics in Ancient History
JUD 224	Women and Rabbinic Literature
JUD 234	Introduction to Rabbinic Literature
JUD 285	Jews and World Civilization: 300 B.C.E.–1492 C.E.
PHI 124	History of Ancient and Medieval Philosophy
PHI 324	Seminar in Ancient Philosophy
REL 210	Introduction to the Bible I
REL 220	Introduction to the Bible II
REL 225	Christian Origins: Archaeological and Socio-Historical Perspectives
REL 274	The Making of Muhammad
REL 333	Seminar: The Social World of Early Christianity

Students are to check departmental entries in the catalogue to find out the year and semester when particular courses are being offered.

Anthropology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1] Elizabeth Erickson Hopkins, Ph.D.
Frédérique Apffel-Marglin, Ph.D.
Donald Joralemon, Ph.D.

Associate Professor
*[2] Elliot Fratkin, Ph.D., *Chair*

Assistant Professors
**[2] Ravina Aggarwal, Ph.D.
Suzanne Zhang-Gottschang, Ph.D.
Nancy Mithlo, Ph.D.

Students are strongly encouraged to complete ANT 130 or ANT 131 before enrolling in intermediate courses. First-year students must have the permission of the instructor for courses above the introductory level.

130 Introduction to Cultural Anthropology
The exploration of similarities and differences in the cultural patterning of human experience. The comparative analysis of economic, political, religious, and family structures, with examples from Africa, the Americas, Asia, and Oceania. The impact of the modern world on traditional societies. Several ethnographic films are viewed in coordination with descriptive case studies. Total enrollment of each section limited to 25. **{S}** 4 credits
Ravina Aggarwal, Suzanne Zhang-Gottschang, Donald Joralemon, Fall 2001
Elliot Fratkin, Nancy Mithlo, Spring 2002
Ravina Aggarwal, Donald Joralemon, Suzanne Zhang-Gottschang, Fall 2002
Elliot Fratkin, Nancy Mithlo, Spring 2003
Offered both semesters each year

131 Perspectives on Human Behavior and Evolution
The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits
Elizabeth Hopkins
Offered Spring 2003

230 Peoples of Africa: Population and Environment Issues
This course looks at peoples and cultures of Africa with a focus on population and environmental change on the African continent. The course discusses the origin and growth of human populations, distribution and spread of language and ethnic groups, the variety in food production systems (foraging, fishing, pastoralism, agriculture, industrialism), demographic and environmental consequences of slavery, colonialism, and economic globalization, rural and urban migration, health and nutritional change, and contemporary problems of drought and famine, and AIDS in Africa. **{S/N}** 4 credits
Elliot Fratkin
Offered Spring 2002

231 Africa: A Continent in Crisis
Africa in the postcolonial period has become emblematic of the dislocations which have afflicted the Third World. The course will examine the social, political, and economic ramifications of such issues as urbanization, class privilege, ethnicity, changing gender relations, sectarianism, civil war, and AIDS. We will explore their genesis in the val-

ues and expectations of traditional African societies, in the claims of the colonial period, and in the intensifying global pressures of the contemporary world. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Fall 2001, Fall 2002

232 Third World Politics: Anthropological Perspectives
The dynamics of nonwestern politics. How enduring are traditional political priorities and the colonial experience in the postcolonial world? The impact of urbanization, population dislocations and the global economy on contemporary politics and national identity. Topics include: the nature of political behavior and the political process; changing expectations and options for women; ethnicity and privilege in the national arena; Christianity and Islam as strategies of secular resistance; the logic of genocide and armed conflict. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Spring 2003

233 The Anthropology of Religion
A survey of the main fields of "religion" from a comparative viewpoint. The topics include religion and rationality, myth and cosmology, the relations between human societies and their deities, rites of passage, ideology and nationalism. All are set in the context of an anthropological understanding of religion as a social and cultural phenomenon.
(E) **{S}** 4 credits
Ravina Aggarwal
Offered Fall 2002

236 Economy, Ecology, and Society
This course introduces materialist approaches in anthropology including human ecology, cultural evolution, and political economy. Through readings, film and discussion, this course compares different production and exchange systems, contrasts differences between subsistence and market economies, and discusses the emergence and domination of a global capitalist system over tribal and tributary societies in the past 500 years. **{S}** 4 credits
Elliot Fratkin
Offered Spring 2003

237 Native South Americans: Conquest and Resistance
The differential impact of European conquest on tropical forest, Andean, and sub-Andean Indian societies. How native cosmologies can contribute to either cultural survival or extinction as Indians respond to economic and ideological domination.
{H/S} 4 credits
Donald Joralemon
Offered Spring 2002

240 Anthropology of Museums
This course critically analyzes how museums operate as social agents in both reflecting and informing public culture. Who is represented in museum exhibits? What messages are conveyed and for whom? The relationship between the development of anthropology as a discipline and the collection of material culture from indigenous populations in an effort to document "vanishing races" will be discussed and contemporary practices of self-representation analyzed. Topics include the art/artifact debate, corporate sponsorship, the construction of identity, indigenous curation methods, legislative acts such as repatriation, and contested ideas about authenticity and authority. (E) **{S/H}** 4 credits
Nancy Mithlo
Offered Fall 2001, Fall 2002

241 Anthropology of Development
This course compares three explanatory models—modernization theory, dependency theory, and indigenous or alternative development—to understand social change in the 20th century. Who sponsors development programs and why? How are power, ethnicity, and gender relations affected? How do anthropologists contribute to and critique programs of social and economic development? The course will discuss issues of gender, health care, population growth, and economic empowerment with readings from Africa, Asia, Oceania, and Latin America. **{S}** 4 credits
Elliot Fratkin
Offered Fall 2001

242j Andean-Amazonia Spirituality and Agro-Biodiversity
This course will consist of daily classroom work with reading and writing in the early morning followed by visits to local campesino communities,

forested and deforested areas, and other relevant sites. The course will be taught in collaboration with three Peruvian non-governmental organizations that have worked with the local Quechua-Lamista campesinos for the past six years. These will take the lead in the field visits part of the course. The region, on the border geographically and linguistically of the Andean and the Amazonian areas, has suffered a great amount of deforestation due to the opening of this area to outsiders in the 1960s through road construction. Monoculture and cash agriculture has made the local itinerant (or slash and burn) agriculture less and less viable. We will try to understand the processes that have led to a great amount of loss of biodiversity and of the rain forest in the region. We will also study the adaptation to the new circumstances on the part of the local campesinos and the role that their cultural, ritual and spiritual practices play in preserving and regenerating biodiversity.
Note: the students and the instructor will live and study in a recently constructed center on the outskirts of the town of Lamas, some 25 minutes from the large city of Tarapoto. Arrangements for translation during the stay have been made. Some knowledge of Spanish is preferred but not required. (E) 3 credits
Frédérique Apffel-Marglin
Offered Interterm 2002

243 Colloquium in Political Ecology
This course will focus on the cultural assumptions embedded in our language as well as in other practices that contribute to the ongoing ecological crisis. Through readings and discussions, the course attempts to understand what promotes eco-justice and what stands in its way. The course will focus on a few case studies such as agriculture, the loss of biodiversity and toxic waste. For those students who are interested in hands-on work, an option of undertaking a project relating to the greening of the Smith campus will be provided. Other students can choose a research project of their choice in consultation with the instructor. Limited enrollment. **{S}** 4 credits
Frédérique Apffel-Marglin
Offered Fall 2001, Fall 2002

244 Gender, Science, and Culture
The starting point for this course will be feminist anthropological studies of the biology of women's bodies. The course is located at the intersection of feminist critiques of science, ethnographic studies of modern Western scientific practices, and the new historiography of science. The course will range from women's explicit exclusion from the beginnings of science in 16th and 17th century Western Europe to contemporary practices of *in vitro* fertilization and germ-line engineering. **{S}** 4 credits
Frédérique Apffel-Marglin
Offered Fall 2001, Fall 2002

248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits
Donald Joralemon
Offered Fall 2001, Fall 2002

250 Native Peoples of North America
This course offers an overview of the historic and contemporary experiences of Native people in North America through an examination of oral history, autobiography, art, ethnographic texts, film, and scholarly analysis. The impact of government policies including relocation, boarding schools and termination will be discussed as well as tribal self determination efforts such as development, gaming, language retention and cultural resource management. The articulation of indigenous knowledge systems in understanding environmental, health and educational issues will be highlighted as well as varying ideas of gender and power. (E) **{S}** 4 credits
Nancy Mithlo
Offered Spring 2002, Spring 2003

251 Women and Modernity in East Asia
This course explores the roles, representations and experiences of women in 20th century China, Korea, Vietnam and Japan in the context of the modernization projects of these countries. Through eth-

nographic and historical readings, film and discussion this course examines how issues pertaining to women and gender relations have been highlighted in political, economic, and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, gendered aspects of work, and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. (E) {S} 4 credits
Suzanne Zhang-Gottschang
Offered Fall 2001, Spring 2003

253 Introduction to East Asian Societies and Cultures
This course provides a survey of the anthropology of contemporary East Asian societies. We will examine the effects of modernization and development on the cultures of China, Japan, and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. The goal of this course is to provide students with sufficient information to understand important social and cultural aspects of modern East Asia. (E) {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2002

254 Women and Resistance in South Asia
This course starts by examining the representations of South Asian women in colonial and postcolonial discourses. It assesses personal and collective acts of resistance and feminist interventions in debates around nationalism, violence, religion, caste, sexuality, family, and development. Class discussions are based on narratives drawn from ethnographic, historical, and literary sources as well as guest lectures and films. {S} 4 credits
Ravina Aggarwal
Offered Spring 2002

255 Dying and Death
Death, the "supreme and final crisis of life" (Malinowski), calls for collective understandings and communal responses. What care is due the dying? What indicates that death has occurred? How is the corpse to be handled? The course uses ethnographic and historical sources to indicate how human communities have answered these questions, and to determine just how unusual are the circumstances surrounding dying in the contemporary Western world. Enrollment limited to 30. Prerequisite: 130 or permission of the instructor. {H/S} 4 credits
Donald Joralemon
Offered Spring 2003

330 History of Anthropological Theory
A survey of anthropological ideas and practices from the 19th century to the present. Topics include social evolutionism, French and British structuralism, cultural materialism, symbolic anthropology, the politics and poetics of fieldwork and ethnography, and experimental ethnography (feminist, indigenous, and self-reflective ethnography). Open only to junior and senior anthropology majors or minors. {S} 4 credits
Ravina Aggarwal, Fall 2001
Suzanne Zhang-Gottschang, Fall 2002
Offered Fall 2001, Fall 2002

Seminars

340 Seminar: Postcolonial Politics: Identity, Power and Conflict in the Developing World
What common features define national politics, privilege, and personal security in the developing world? The seminar will explore through class discussions and research papers the contemporary logic that sustains individual strategies for survival, the power of the elites, and the prominence of armed conflict as a political agenda. Topics include: ethnicity as political identity; poverty and the informal sector; Islam and Christianity as ideologies of engagement; the unprecedented human cost of postcolonial conflicts: refugees, child soldiers, and ethnic genocide. {H/S} 4 credits
Elizabeth Hopkins
Offered Fall 2001

341 Seminar: Sacred Power in Secular Politics: Ideology, Legitimacy and Action
The central and persistent historical role of sacred legitimacy in the secular political arena. Comparative survey of witchcraft, prophetic cults, sectarian Christianity, radical Islam and American fundamentalism as vehicles of protest and change. The role of

millenarian movements and Liberation Theology in the creation of a national identity. Case studies will include sub-Saharan Africa, Latin America, Native North America, the Middle East and modern American society. **{H/S}** 4 credits
Elizabeth Hopkins
Offered Fall 2002

342 Seminar: Topics in Anthropology
4 credits

Ethnographic Film Studies
The process of translating culture by visual representation often infers notions of authority, objectivity and fixed reality. Contextual and revisionist strategies in visual anthropology challenge these earlier interpretive models by incorporating multiple perspectives and making theoretical aims explicit. This course addresses the use of visual recording in anthropology both as a documentary research method and as an exploration of unique visual worlds. Works analyzed include Robert Flaherty's 1922 *Nanook of the North*, Margaret Mead's 1936–37 work in Bali with Gregory Bateson, Tim Asch's 1976 Yanomami film *The Ax Fight* and John Adair's 1986 retrospective among the Navaho *Weave of Time.* The implications of indigenous media productions will be explored and current interpretive frameworks identified. **{H/S}**
Nancy Mithlo
Offered Fall 2001, Fall 2002

Motherhood
Motherhood integrates economic, political, biological and social processes. The study of motherhood in the early days of anthropology frequently focused on how it functioned in terms of kinship and reproduction. With the developments in feminist theory within and outside of anthropology, however, we have come to understand that motherhood may provide insights into structures of power, dynamics of gender relations, identity politics as well as economic relations. This research has destabilized a naturalized understanding of mothering. As a result, motherhood as an institution and experience is understood to vary across time and space, history, society and culture. Motherhood will be treated here as a cluster of practices, ideas and experiences that are linked to issues of sexuality, reproduction, power and authority, personhood, consumption, morality and social order and disorder. Our purpose in this seminar is to review some of the major works on motherhood produced by anthropologists in recent years and contextualize them in light of feminist theory. **{S}** 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2003

The Anthropology of Food
This seminar employs anthropological approaches to understand the role of food in social and cultural life. Using ethnographic case studies from East Asia, Latin America, Africa and the United States, the course will examine topics such as biocultural dimensions of food and nutrition; food and nationalism; symbolic value of food; food and identity; food taboos and restrictions; etiquette and manners in eating; body image and eating; transnationalism and global food industries; famine and food policy. Through the investigation of these topics, students will also gain an understanding of major theoretical trends and debates in anthropology. Students will conduct small field-based research projects as a part of their participation in the seminar. **{S}** 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2002

344 Seminar: Topics in Medical Anthropology
Anthropology and Medical Ethics.
A cross-cultural analysis of ethics in healing systems and the implications for bioethics. Universal principles versus culturally relative values in medical decision making. Research projects review central ethical issues in medicine from an anthropological perspective. Prerequisite: ANT 248 or permission of the instructor. **{S}**
4 credits
Donald Joralemon
Offered Spring 2002, Spring 2003

347 Seminar: Topics in Anthropology
Writing Culture Through Fiction.
How does fiction convey cultural and ethnographic truths? This course examines some of the political and poetic modes of cultural representation through topics that range from magical realism to multiculturalism, from genre to gender and

racial identity, from postcolonial literature to writing for advocacy. Readings include theoretical works by literary critics, fictional texts that have made a powerful impact on ethnography, and novels, plays and short stories written by anthropologists. **{H/S}** 4 credits
Ravina Aggarwal
Offered Spring 2002

348 Seminar: Topics in Development Anthropology
Development in Africa.
This course looks at development policy in Africa beginning with colonial administration through independence and contemporary policies of the World Bank, USAID, and non-government organizations. Topics include agriculture, health and women and development. **{S}** 4 credits
Elliot Fratkin
Offered Fall 2001

Cross-listed and Interdepartmental Courses

DAN 375 The Anthropology of Dance

General Courses

404 Special Studies
By permission of the department, for junior and senior majors. 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Major in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Suzanne Zhang-Gottschang, Elizabeth Hopkins, Donald Joralemon.

Adviser for Study Abroad: Ravina Aggarwal (2001–2002), Suzanne Zhang-Gottschang (2002–2003).

Requirements: 130 or 131 (basis), 330, one seminar in the department at Smith, and five additional courses in anthropology. The remaining three courses may be in anthropology or in related subjects with the approval of the adviser.

Students majoring in anthropology are encouraged to consider an academic program abroad during their junior year. In the past, majors have spent a term or year in India, Kenya, Senegal, South Africa, Scotland, Ecuador, Mexico, Costa Rica, and Nepal. Students planning to spend the junior year abroad should take at least one but preferably two courses in anthropology during the sophomore year. Students should discuss their study abroad plans with advisers, particularly if they wish to do a special studies or senior thesis upon their return.

Majors interested in archaeology or physical anthropology may take advantage of the excellent resources in these two areas at the University of Massachusetts or enroll in a fieldwork program at a training university during their junior year.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Patricia Miller, Peter Rose, Marc Steinberg, Nancy Whittier, Suzanne Zhang-Gottschang.

Students majoring in sociology and anthropology need two advisers, one in the sociology program and one in the anthropology program.

Requirements: 10 semester courses above the basis.

SOC 101 (basis) and ANT 130 or ANT 131 (basis), SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in the anthropology department, two additional courses in sociology, three additional courses in anthropology.

The Minor in Anthropology

Advisers: Ravina Aggarwal, Frédérique Apffel-Marglin, Elliot Fratkin, Elizabeth Hopkins, Donald Joralemon, Suzanne Zhang-Gottschang.

Basis: 130 or 131.

Requirements: in addition to the basis, five elective courses are required, one of which must be either 330 or a seminar in the department.

Honors

Director: Donald Joralemon (2001–2002, 2002–2003).

Basis: 130 or 131 for the anthropology major, ANT 130 or ANT 131 and SOC 101 for the sociology and anthropology major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

432d Thesis
12 credits
Full-year course; offered each year

Requirements:
1. A total of eight courses above the basis, including all the requirements for the major.
2. A thesis (430, 432) written during two semesters, or a thesis (431) written during one semester.
3. An oral examination on the thesis.

Archaeology

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisory Committee

†[2] H. Allen Curran, Professor of Geology
Karl Donfried, Professor of Religion and Biblical Literature
Patricia Erikson, Assistant Professor of Anthropology
**[1] Elizabeth Hopkins, Professor of Anthropology
†[1] Caroline Houser, Professor of Art
Barbara Kellum, Professor of Art
†[1] Dana Leibsohn, Associate Professor of Art
†[2] Richard Lim, Associate Professor of History, Director
Christopher Loring, Director of Libraries
†[1] Thalia Pandiri, Professor of Classical Languages and Literatures and of Comparative Literature
Neal Salisbury, Professor of History
†[1] Marjorie Senechal, Professor of Mathematics

Lecturer

Susan Heuck Allen, Ph.D.

The interdepartmental minor in archaeology is a complement to any one of several departmental majors. Archaeological methods and evidence can be used to illuminate various disciplines and will aid the student in the analysis of information and data provided by field research.

211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. **{H/S}** 4 credits
Susan Heuck Allen
Offered Fall 2001

400 Special Studies
By permission of the Archaeology Advisory Committee, for junior or senior minors. 2 or 4 credits
Offered both semesters each year

The Minor

Requirements:
1. ARC 211.
2. A project in which the student works outside of a conventional classroom but under appropriate supervision on an archaeological question approved in advance by the Advisory Committee. The project may be done in a variety of ways and places; for example, it may be excavation (field work), or work in another aspect of archaeology in a museum or laboratory, or in an area closely related to archaeology such as geology or computer science. Students are encouraged to propose projects related to their special interests.

This project may be, but does not need to be, one for which the student receives academic credit. If the project is an extensive one for which academic credit is approved by the Registrar and the Advisory Committee, it may count as one of the six courses required for this minor.
3. Four additional courses (if the archaeological project carries academic credit) or five (if the archaeological project does not carry academic credit) are to be chosen, in consultation with the student's adviser for the minor, from the various departments represented on the Advisory Committee (above) or from suitable courses offered elsewhere in the Five Colleges. A list of possible courses is available from the advisers.

No more than two courses counting toward the student's major program may be counted toward the archaeology minor. Only four credits of a language course may be counted toward the minor.

Art

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Elliot Offner, M.F.A.
*[1] Marylin Martin Rhie, Ph.D. (Art and East Asian Studies)
Chester J. Michalik, M.F.A.
Jaroslaw Volodymyr Leshko, Ph.D.
Dwight Pogue, M.F.A.
Gary L. Niswonger, M.F.A.
*[1] Craig Felton, Ph.D
†[1] Caroline Houser, Ph.D.
*[1] Susan Heideman, M.F.A., *Associate Chair*
John Davis, Ph.D., *Chair*
Barbara A. Kellum, Ph.D.

Visiting Professor
Henk van Os, Ph.D.

Associate Professors
A. Lee Burns, M.F.A.
Brigitte Buettner, Ph.D.
†[2] John Moore, Ph.D.
†[1] Dana Leibsohn, Ph.D.

Harnish Visiting Artist
Barbara Lattanzi, M.A.

Assistant Professor
*[1] Roger Boyce, M.F.A.

Instructor
John Peffer, M.A., M. Phil.

Lecturers
Carl Caivano, M.F.A.
Katherine Schneider, M.F.A.
Suzannah Fabing, A.M.
Martin Antonetti, M.S.L.S.
John Gibson, M.F.A.
Nina James-Fowler, Ph.D.
Karen Koehler, Ph.D. (Art and American Studies)
Gretchen Schneider, M.Arch.
Jane Lund

Mellon Post-doctoral Fellow and Lecturer
Nancy Um, M.A.

Research Associate
Mark Morford, Ph.D.

The Department of Art believes that visual literacy is crucial to negotiations of the contemporary world. Consequently, equal weight is given to studio practice and historical analysis. Courses focus on images and the built environment and seek to foster an understanding of visual culture and human expression in a given time and place.

The history of art, studio, and architecture divisions all have the one-semester colloquium, ARH 101 (Approaches to Visual Representation), as their foundation.

Many courses are offered in alternate years; students should plan their schedules accordingly. Some art history courses (colloquia and seminars) have limited enrollment.

Students planning to major or to do honors work in art will find it valuable to take courses in literature, philosophy, religion, and history in the first two years. A reading knowledge of foreign languages is useful for historical courses. Each of the historical courses may require one or more trips to Boston, New York, or other places in the vicinity for the study of original works of art.

Courses in the history of art are prefixed ARH; courses in studio art are prefixed ARS.

A. THE HISTORY OF ART

Introductory Courses

Courses at the 100 level are open to all students; there are no prerequisites. Students considering a major in art are encouraged to take ARH 101 early in their Smith career.

ARH 101 Approaches to Visual Representation (C)
Emphasizing discussion and short written assignments, these colloquia have as their goal the development of art historical skills of description, analysis and interpretation. Each section is limited to 20 students.

Advertising and Visual Culture
By analyzing advertisements—from ancient Pompeian shop signs and graffiti to contemporary multi-media appropriations—this course will seek to understand how images function in a wide array of different cultures. In developing a historical sense of visual literacy, we'll also explore the shifting parameters of "high" art and "low" art, the significance of advertising in contemporary art, and the structuring principles of visual communication. **{H/A}** 4 credits
Barbara Kellum
Offered Fall 2001

Women in the Arts
A survey of women in the arts. We will examine 10 women and the variety of roles they have played as patrons (Catherine the Great), artists (Artemisia Gentileschi, Harriet Hosmer, Berthe Morisot, Faith Ringgold), architects (Julia Morgan and Maya Ying Lin), landscape architects (Beatrix Farrand), clients (Vanna Venturi), and collectors (the Cone sisters). **{H/A} WI**
Nina James-Fowler
Offered Fall 2001, Spring 2002

Sculpture in Western Traditions
An analysis of major sculptural monuments of Western Art. Emphasis on the variety of sculptural expression (free-standing, relief, and architectural sculpture) and a consideration of cultural, religious, and societal contexts of sculptural works. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Spring 2002

Buddhist Art
Selected themes and monuments of Buddhist art from India, China, and Japan, introducing the stupa, images of the Buddha and Bodhisattva, narrative relief, cave temple art, painting, and temple architecture. **{H/A}** 4 credits
Marylin Rhie
Offered Spring 2002

Art and Death
Through an examination of key architectural, sculpted, and painted monuments from a variety of different cultures we will study funerary beliefs and rituals, asking how art has been mobilized across the ages to frame the disruptive experience of death. **{H/A}** 4 credits
Brigitte Buettner
Offered Fall 2001

Moments and Monuments in Visual Culture
What roles have the visual arts played in the organization and understanding of various cultures around the world? Focusing on ten important monuments and figures—from ancient Greek architecture and Mayan sculpture to later artists such as Rembrandt, Cassatt, and Picasso—we will rely on close looking and contextual explorations to reveal the ideas, beliefs, histories, and emotions inscribed by humans in their material world. Examples drawn from Asia, Europe, and the Americas. **{H/A}** 4 credits
John Davis
Offered Fall 2001

Realism: The Desire to Record the World
Throughout history, artists have sought to re-create the natural world; indeed "Realism" has been a driving force behind representation from the earliest human-made images to the invention of photography to computer-generated pictures. In some cases, this Realist intention has meant designing the built environment to human scale; in others it has meant trying to record seasonal changes and simple human activities; in others still Realism has been used to suggest the presence of

the divine in everyday objects. Whether accurately or symbolically, through the blatant use of materials or through virtuoso trickery, artists have consistently tried to transfer scenes from the "real world" onto other surfaces or sites. This course will explore the artistic motivation of Realism formally, thematically, and contextually from ancient times to the present. **{H/A} WI** 4 credits
Karen Koehler
Offered Fall 2001

Art and Consumption
This course focuses on the concept of consumption as a device for reading the history of art and architecture. We will explore how art is made, how art is used, and how art is made by being used: how artists consume art and visual culture in their construction of original works; and how the meanings of art objects are transformed through and across the contexts of ritual, display, public promotion, and critique. Examples will be drawn from Africa, Europe, Asia, and the Americas. Pending approval of the Committee on Academic Priorities. **{H/A}** 4 credits
John Peffer
Offered Fall 2001, Spring 2002

Negotiating Difference in Image and Space
Through an examination of sculpture, painting, photography, video art, architecture, urban form, and museum practice, this course explores how the politics of multiculturalism and difference are negotiated in visual culture and built environments. Case studies that examine race, cultural identity, and strategies of representation will be drawn from Western and non-Western contexts and from both historical and contemporary time frames, including a study of a 17th-century Iranian city, a critique of 19th-century French Orientalist painting, and an analysis of the work of a diverse group of contemporary North American artists and their participation in museum exhibitions. **{H/A}** 4 credits
Nancy Um
Offered Spring 2002

ARH 190 A Survey of the History of Western Art: Renaissance to Modern (L)
Painting, sculpture, architecture, and other modes of artistic expression in Europe and the Americas, from 15th-century Florence to New York in the 1980s. Selective study of major monuments, styles, and movements; artists' training and careers; materials and techniques; patronage and the art market; museums and collecting; the symbolic meanings of art; and the relationship of art to court, bourgeois, and democratic societies, religion, intellectual and scientific trends, politics, and contemporaneous events. The research tools and interpretive models adopted by historians to understand art will be highlighted throughout. **{H/A}** 4 credits
John Moore
Offered Spring 2002

Lectures and Colloquia

Group I

ARH 200 Art Historical Studies (C)
Gladiators and Actors in Ancient Rome.
This course focuses on the culture heroes of the Roman empire: the men and women who performed as gladiators and actors. All aspects of gladiatorial and theatrical performances will be considered: the vast amphitheaters and theaters in which they took place, the accoutrements and staging of events, and the commemoration of individual performances in every medium, from graffiti and cake molds to heroic statues and funerary monuments. The significance of Rome's fascination with gladiators and actors and recent scholarly and filmic interpretations of it will play a pivotal role. **{H/A}** 4 credits
Barbara Kellum
Offered Spring 2002

ARH 285 Great Cities (L)
Pompeii.
A consideration of the ancient city: architecture, painting, sculpture, and objects of everyday life. Women and freedpeople as patrons of the arts will be emphasized. The impact of the rediscovery of Pompeii and its role as a source of inspiration in 18th, 19th, and 20th century art will also be discussed. No prerequisite.
{H/A} 4 credits
Barbara Kellum
Offered Fall 2001

Group II

ARH 228 Islamic Art and Architecture (L)
A survey of architecture, the arts of the book, and luxury objects of utility (ceramics, metalwork, textiles, carpets, etc.) from Spain to India, and from the 17th through the 19th centuries. Analysis of Islamic visual culture approached through variety of contexts: religious, political, socioeconomic, and aesthetic. The course will include museum trips. Recommended background: 100d, or 101. (E) **{H/A}** 4 credits
Nancy Um
Offered Fall 2001

ARH 234 The Age of Cathedrals (L)
Architectural, sculpted, and pictorial arts from the 12th through the early 15th centuries north of the Alps. Gothic art in its relationship with urbanization, patronage, rise of literacy, changes in devotional attitudes, and new kinds of visual experiences. **{H/A}** 4 credits
Brigitte Buettner
Offered Fall 2001

Group III

ARH 240 Art Historical Studies (C)
Hybrid-Multicultural-Traditional African Art. One of the characteristics of African cultures has been their ability to incorporate foreign ideas in a dynamic fashion. This course examines art-making traditions representative of well-studied groups such as the Chewa of Malawi, the Dogon of Mali, the Akan in Ghana, the Amhara of Ethiopa, the Yoruba of Nigeria, the Ndebele of South Africa and the Kuba and Chokwe of Central Africa. Instead of the common "this-tribe-makes-that-style" method of assessing major art traditions in Africa, we will theorize the ways in which visual and conceptual references to "other" groups are often central to ideas about the "self" in African art. Local traditions will be examined with a view to their referencing, absorption, and reworking of the concepts of design and prestige from other cultures, African and non-African, and what the art produced in these encounters tells us about historically specific relations of power between men and women, "insiders" and "outsiders." Pending approval of the Committee on Academic Priorities. **{H/A}** 4 credits
John Peffer
Offered Spring 2002

ARH 246 Renaissance Architecture (L)
Architectural, urban, and landscape design, from the central Italian communes of the 14th-century to the villas of Andrea Palladio. Focus on the mechanisms of patronage; the interest in Roman antiquity; principles of design; the symbolic import of articulated, decorated, space; and the cultural implications of the ultramontane transmission (and transformation) of Italianate patterns. **{H/A}** 4 credits
John Moore
Offered Spring 2002

ARH 252 Art of the Spanish Habsburgs (L)
From Charles V, Holy Roman Emperor (Charles I of Spain) in the mid-16th century, to Charles II, last of the Habsburg line at the end of the 17th century, this survey will investigate the purposes to which painting is used to satisfy religious and political needs in what is called Spain's "Golden Age." The Venetian paintings, especially those of Titian—highly prized by Charles V and his son and successor Philip II—will be examined within the context of royal patronage and against the backdrop of global political power. The great age of Philip IV and the gradual diminution of Spain's influence—culminating in a rapid decline under Charles II—will also be considered through artistic production, especially that of Velázquez and others at the court of the Spanish monarchy under the direction of the powerful prime minister, the Count-Duke Olivares. Works by painters, especially El Greco, Ribera, Velázquez, Zurbarán, Murillo, and Coello will be the primary focus of this course. No prerequisite. **{H/A}** 4 credits
Craig Felton
Offered Spring 2002

ARH 255 Golden Age of Dutch Painting
A thematic survey of Dutch painting in the 17th century. Special emphasis on history painting (Rembrandt), genre (Vermeer), landscapes (Ruysdael), portraiture (Hals) and still lifes. Two museum trips included. (E) **{H/A}** 4 credits
Henk van Os
Offered Fall 2001

ARH 258 European Art of the Eighteenth Century (L)
Painting, sculpture, architecture, urban and landscape design, small-scale arts, and printmaking,

with examples drawn from France, Great Britain, Spain, Italian states, German-speaking principalities, Sweden, and Russia. Recurring themes include: artists' training; academies, aesthetics, and art theory; art criticism and the viewing public; collecting and display; patronage; encyclopedism and exoticism; antiquity; artistic production and statecraft (porcelain, illustrated books, ephemeral design); relationship of art to religion, politics, travel, literature, and science. **{H/A}** 4 credits
John Moore
Offered Fall 2001

ARH 288 Architectural Studies (C)
Gardens and Utopias in the Early Modern World.
Characteristic forms and the ritual, social, political, functional, economic, and cultural significance of changes in the built environment in Europe (especially Italy, France, and England) and European colonies in the Americas, 1400–1800. Weekly reading assignments drawn from primary and secondary sources. **{H/A}** 4 credits
John Moore
Offered Fall 2001

Group IV

ARH 260 Art Historical Studies (C)
Modernity and Modernism in Africa and the Diaspora.
This course considers popular, tourist, and gallery art in Africa and its diaspora since 1900. Often rich new traditions related to older "functional arts" were created out of cross-cultural contact during the colonial period. Tourist arts, on the other hand, serve up a reflection of Western desires about Africa and are produced for export, often by the same artists who work for local markets. The class will also discuss recent film from Africa. Readings include debates over the definition of Modernity and modernism, the nature of agency in a postcolonial world, critiques of the place of African art in the symbolic/monetary economy of the Western metropolis, reviews of recent international exhibitions of contemporary African art, and studies of the new contexts of ritual objects. Students choose an artist or issue for class presentation during the second half of the semester. Prerequisite: ARH 100 or 101 and one 200-level course in art history, or permission of the instructor. Pending approval of the Committee on Academic Priorities. **{H/A}** 4 credits
John Peffer
Offered Spring 2002

ARH 261 The Art of Africa (L)
An introduction to the ancient, traditional and contemporary arts of Africa. Attention will be given to the archaeological importance of rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in Zimbabwe, and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa. The study will also pursue a general sociocultural survey of traditional arts of the major ethnic groups of Africa. Recommended background ARH 100 or 101. **{H/A}** 4 credits
John Peffer
Offered Fall 2001

ARH 264 Arts in North America: Colonial Period to Civil War (L)
Art and architecture of the English colonies, the early U.S. republic, and the antebellum period. Emphasis on the cultural significance of portraiture, the development of national and regional schools of genre and landscape painting, and the changing stylistic modalities in architecture. Recommended background: 100d or 101. **{H/A}** 4 credits
John Davis
Offered Spring 2002

ARH 270 Architecture of the Twentieth Century (L)
This course covers architecture, urbanism, furniture and interior design, and landscape design from the 1890s to the millennium. Europe and North America will be the focus of the first three-quarters of the century, shifing to the world at large for the final quarter. **{H/A}** 4 credits
Nina James-Fowler
Offered Fall 2001

ARH 272 Nineteenth-Century European Art (L)
An investigation of major artists and movements in 19th-century Europe from Neo-Classicism of Jacques Louis David to Post-Impressionism of Vincent Van Gogh and Paul Cézanne. Considered are the revolutionary trends in art as they relate to

the academic establishment and how the artistic innovations reflect and redefine cultural, historical, and societal developments. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Fall 2001

ARH 276 Twentieth-Century Art (L)
An investigation of major artistic tendencies in twentieth-century art: Cubism, Futurism, Expressionist trends, Dada and Surrealism, Pop Art, among others. Considered is the advent of abstraction, the reexamination of artistic categories, and the importance for the arts of scientific and technological advances and of popular culture. Focus is on European art prior to 1945 and American and European trends thereafter. **{H/A}** 4 credits
Jaroslaw Leshko
Offered Spring 2002

ARH 288 Architectural Studies (C)
The Bauhaus: From Weimar to New Babylon.
This course will explore in detail the art, architecture, history and theory of the influential German art school, the Bauhaus. Beginning with the school's origins during WWI and the German Revolution and its controversial development during the Weimar Republic, this course will go on to study the demise of the Bauhaus caused by the National Socialists and the forced exile of many Bauhaus artists and architects, and will conclude with an analysis of Bauhaus legacies in Europe (in Berlin, Paris, Ulm, and the New Babylon Movement) and in the United States (at Black Mountain College, the New Bauhaus Chicago, Yale, and Harvard). The course will include the work of the architects Walter Gropius, Hannes Meyer, Mies van der Rohe, Lilly Reich, I.M. Pei and others; the art and design (textiles, metal work, prints, photographs, typography, paintings, sculpture) of Paul Klee, Wassily Kandinsky, Lyonel Feininger, Gunta Stözl, Moholy-Nagy, Herbert Bayer, Joseph Albers, and Oskar Schlemmar; as well as the writings of important Weimar theorists, such as Walter Benjamin, Georg Lukács, and Siegfried Kracauer.
{H/A} 4 credits
Karen Koehler
Offered Spring 2002

Other 200-Level Courses

For placement of the courses listed below into Groups I–IV, students should consult with the instructor and faculty adviser.

ARH 292 The Art and History of the Book (C)
A survey of the book—as vehicle for the transmission of both text and image—from the manuscripts of the Middle Ages to contemporary artists' books. The course will examine the principal techniques of book production—calligraphy, illustration, papermaking, typography, bookbinding—as well as various social and cultural aspects of book history, including questions of censorship, verbal and visual literacy, the role of the book-trade, and the book as an agent of change. In addition, there will be labs in printing on the handpress and bookbinding. Admission by permission of the instructor. **{H/A}** 4 credits
Martin Antonetti
Offered Fall 2001

ARH 294 Art Historical Methods (C)
An examination of the work of the major theorists who have structured the discipline of art history. Recommended for junior and senior majors. Prerequisites: 100d or 101 and one 200-level art history course, or permission of the instructor.
{H/A} 4 credits
Brigitte Buettner
Offered Spring 2002

Seminars

Seminars require both an oral presentation and a research paper and are limited to enrollments of 12. Students wishing to enroll in a seminar should have junior or senior standing. A 200-level course in the same area is helpful but is not a required prerequisite.

ARH 315 Studies in Roman Art
At Home in Pompeii.
The houses of ancient Pompeii with their juxtapositions of wall-paintings, gardens, and objects of display, will serve as the focus for an analysis of domestic spaces and what they can reveal about family patterns and the theatrics of social interac-

tion in everyday life in another time and place. {H/A} 4 credits
Barbara Kellum
Offered Spring 2002

ARH 321 Studies in Medieval Art
Representing the Other.
Living at the edges of the known world (both real and imagined), the "fabulous races" were one of the major medieval literary and visual paradigm to represent the Other. We will examine how images have represented or misrepresented ethnic and cultural alterity, especially from the 12th to the 15th centuries. Reading will range from Pliny the Elders' *Natural History*, medieval encyclopedias on natural history, travel accounts (Marco Polo), and epics (*Romance of Alexander the Great*), the "Renaissance" treatise of Ambroise Paré, *On Monsters and Marvels,* down to contemporary theoretical models for discussing identity, diversity, hybridity, and colonialism. {H/A} 4 credits
Brigitte Buettner
Offered Spring 2002

ARH 352 Studies in Art History
Person and Persona.
This course will present a critical examination of the evolution of European portraiture, both in painting and sculpture, primarily from 1400 to 1800, with emphasis on the Italian Renaissance and Baroque periods, but also including 17th-century Flanders and Holland: Rubens, Van Dyck, Hals, and Rembrandt; 18th-century England: Gainsborough and Reynolds; 18th-century Spain: Goya; and 19th-century France: images of Napoleon. With permission, qualified students may select topics from other periods or with cross-cultural references; studio art majors may emphasize materials and media in reference to contemporary applications. {H/A} 4 credits
Craig Felton
Offered Spring 2002

ARH 374 Studies in 20th-Century Art
Expressionism.
An investigation of the origins of Expressionism at the outset of the 20th century and its later manifestations in Abstract Expressionism of the 1940s and 50s and Neo-Expressionism of the 1980s. Among the artists considered: Kandinsky, Kirchner, Matisse, Pollock, de Kooning, Krasner, Kiefer, Baselitz, Clemente. {H/A} 4 credits
Jaroslaw Leshko
Offered Fall 2001

Interterm Course

ARH 295j Museum Studies
This course explores the historical evolution of art museums and how differing missions and audiences shape museums today. Students visit a range of museums, private collections, conservation laboratories, art dealers, and auction houses, and meet with their senior staff. They will learn about the behind-the-scenes operations required to meet the fundamental goals of all art museums: preserving, collection, exhibiting, and interpreting the world's artistic heritage. Two major projects are required: a paper and a virtual exhibition. Prerequisites: ARH 100d or 101 and one ARH course at the 200 level. Enrollment limited to 10. {A} 3 credits
Suzannah Fabing
Offered January 2002

Cross-listed and Interdepartmental Courses

Although the following courses are listed in other departments, student may receive credit for them toward the art history major and minor.

AMS 302 The Material Culture of New England 1630–1860
Not for seminar credit.

HST 218 Confucian and Taoist Thought and Art in China

Special Studies

ARH 400 Special Studies
1 to 4 credits
Offered both semesters each year

ARH 408d Special Studies
8 credits
Full-year course; offered each year

B. STUDIO COURSES

A fee for basic class materials is charged in all studio courses. The individual student is responsible for the purchase of any additional supplies she may require. The department reserves the right to retain examples of work done in studio courses.

It is recommended that studio art majors fulfill the ARH 101 requirement in the first or second year.

All studio courses require extensive work beyond the six scheduled class hours.

Please note that all studio art courses have limited enrollments.

Introductory Courses

Studio courses at the 100 level are designed to accept all interested students with or without previous art experience. Enrollment is limited to 18 per section, unless otherwise indicated. Two 100-level courses are generally considered the prerequisites for 200- and 300-level courses, unless otherwise indicated in the course description. However, the second 100-level course may be taken during the same semester as an upper-level course, with the permission of the instructor.

ARS 161 Design Workshop I
An introduction to visual experience through a study of the basic principles of design. **{A}** 4 credits
A. Lee Burns, Director
A. Lee Burns, Chester Michalik, Carl Caivano
Offered both semesters each year

ARS 162 Design with Computers
An introduction to visual experience through a study of basic principles of design. All course work will be developed and completed using the functions of a computer graphics workstation. Enrollment limited to 14. Permission of the instructor required. **{A}** 4 credits
To be announced, Barbara Lattanzi
Offered both semesters each year

ARS 163 Drawing I
An introduction to visual experience through a study of the basic elements of drawing. **{A}** 4 credits
Dwight Pogue, Director
Jane Lund, Carl Caivano, Roger Boyce, Dwight Pogue, John Gibson, Gary Niswonger
Offered both semesters each year

ARS 171 Introduction to the Materials of Art
An introduction to materials used in the various arts. For students not intending to major in studio art. Enrollment limited to 20. **{A}** 4 credits
Elliot Offner
Offered Fall 2001

Intermediate Courses

Middle-level courses are generally open to students who have completed two 100-level courses, unless stated otherwise. Students will be allowed to repeat courses at the 200-level and above, provided they work with a different instructor.

ARS 262 Design Workshop II
Problems in two- and three-dimensional design, emphasizing structural awareness, techniques of fabrication, and the use of materials in the organization of space. Prerequisite: 161 or permission of the instructor. Enrollment limited to 16. **{A}** 4 credits
A. Lee Burns
Offered Spring 2002

ARS 263 Intermediate Digital Imaging
This course will build working knowledge of multimedia digital work through experience of Web design and delivery; sound and animation software. Prerequisite: ARS 162. (E) **{A}** 4 credits
Barbara Lattanzi
Offered Fall 2001

ARS 264 Drawing II
Advanced problems in drawing, including study of the human figure. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. **{A}** 4 credits
Gary Niswonger
Offered Spring 2002

ARS 266 Painting I
Various spatial and pictorial concepts are investi-

gated through the oil medium. Prerequisite: 163 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Katherine Schneider, John Gibson
Offered both semesters each year

ARS 269 Offset Printmaking I
Introduction to the printmaking technique of hand-drawn lithography, photographic halftone lithography through Adobe Photoshop and linocut. May be repeated once for credit. Prerequisites: 161, or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Fall 2001

ARS 270 Offset Monoprinting
Printmaking using the flat-bed offset press with emphasis on color monoprinting. Prerequisites: 161 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Dwight Pogue
Offered Spring 2002

ARS 272 Intaglio Techniques
An introduction to intaglio techniques, particularly collagraph, drypoint, etching, and engraving. Prerequisites: 161a or b, or 162a or b, or 163a or b, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger
Offered Fall 2001

ARS 273 Sculpture I
The human figure and other natural forms. Work in modeling and plaster casting. Prerequisites: 161 and 163, or permission of the instructor. Enrollment limited to 16. {A} 4 credits
A. Lee Burns
Offered Fall 2001

ARS 275 An Introduction to Printing
Setting type and printing books and ephemera on the handpress. Examination and study of fine printing and rare books. Enrollment limited to 12. Admission by permission of the instructor. {A} 4 credits
Elliot Offner
Offered Spring 2002

ARS 276 Calligraphy and Lettering
The art of writing and constructing letters and the use of calligraphy and lettering as design. Enrollment limited to 15. {A} 4 credits
Elliot Offner
Offered Fall 2001

ARS 277 Woodcut
The art of cutting images in relief on wood; printing from the woodblocks in black, white, and colors. Prerequisite: 161 or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Elliot Offner
Offered Spring 2002

ARS 280 Introduction to Architecture, City Planning, and Landscape Design
Preliminary instruction in drafting, perspective, and model building, followed by planning and design problems. Prerequisite: 100d. Enrollment limited to 22. {A} 4 credits
Gretchen Schneider
Offered Fall 2001

ARS 281 Introduction to Architecture, City Planning, and Landscape Design
A continuation of 280. Prerequisite: 280. Enrollment limited to 22. {A} 4 credits
Gretchen Schneider
Offered Spring 2002

ARS 282 Photography I
An introduction to visual experience through a study of the basic elements of photography as an expressive medium. Recommended: 161 or 163 or permission of the instructor. Enrollment limited to 20 per section. {A} 4 credits
To be announced, Chester Michalik
Offered both semesters each year

Advanced Courses

Advanced courses are generally open to students who have completed one intermediate course, unless stated otherwise.

ARS 362 Painting II
Painting from models, still-life, and landscape using varied techniques and conceptual frameworks. Prerequisites: 266 and permission of the

instructor. Enrollment limited to 15. {A} 4 credits
Susan Heideman
Offered Fall 2001

ARS 363 Painting III
Advanced problems in painting. Emphasis on thematic self-direction and group critical analysis. Prerequisite: ARS 362 and permission of the instructor. Enrollment limited to 12. {A} 4 credits
Roger Boyce
Offered Spring 2002

ARS 364 Drawing III
Advanced problems in drawing, including emphasis on technique and conceptualization. The focus of this course will shift annually to reflect the technical and ideational perspective of the faculty member teaching it. Prerequisites: ARS 163 and ARS 264. Enrollment limited to 15. {A} 4 credits
Susan Heideman
Offered Spring 2002

ARS 369 Offset Printmaking II
Advanced study in printmaking. Emphasis on color printing in lithography, block printing and photo-printmaking. Prerequisite: 269 or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Dwight Pogue
Offered Spring 2002

ARS 372 Advanced Printmaking
Advanced study in printmaking, with emphasis on etching. Prerequisite: 272, or permission of the instructor. Enrollment limited to 15. {A} 4 credits
Gary Niswonger
Offered Spring 2002

ARS 374 Sculpture II
Advanced problems in sculpture using bronze casting, welding, and various media. Prerequisites: 273 and permission of the instructor. Enrollment limited to 12. {A} 4 credits
A. Lee Burns
Offered Spring 2002

ARS 380 Architecture
Further problems in design and planning, together with instruction in elementary construction. Prerequisite: 281 or permission of the instructor. Enrollment limited to 12. {A} 4 credits
Gretchen Schneider
Offered Fall 2001

ARS 381 Architecture
A continuation of 380. Prerequisite: 281. {A} 4 credits
Gretchen Schneider
Offered Spring 2002

ARS 383 Photography II
Advanced exploration of photographic techniques and visual ideas. Examination of the work of contemporary artists and traditional masters within the medium. Prerequisites: 282 and permission of the instructor. Enrollment limited to 15. {A} 4 credits
To be announced
Offered both semesters each year

ARS 390 Five College Drawing Seminar
This course, limited to junior and senior art majors from the five colleges, is based on the assumption that drawing is central to the study of art and is an ideal way to investigate and challenge that which is important to each student. Particular emphasis will be placed on thematic development within student work. Sketchbook, written self-analysis, and participating in critique sessions will be expected. Prerequisites: selection by faculty; junior and senior art majors, advanced-level ability. Enrollment limited to 25, five students from each of the five colleges. (E) {A} 4 credits
Coordinator, Gary Niswonger
To be arranged

Cross-listed and Interdepartmental Courses

EAS 380 Seminar: Japanese Landscape Garden Design

ARS 400 Special Studies
Normally by permission of the department, for junior and senior majors and for qualified juniors and seniors from other departments.
1 to 4 credits
Offered both semesters each year

ARS 408d Special Studies
8 credits
Full-year course; offered each year

All students interested in a special studies in wood must first complete a noncredit course in woodworking given first semester only. The course will introduce students to the proper use of various woodworking machines. Methods of designing will also be included.

Honors

Co-directors of the Honors Committee: Art History: Barbara Kellum; Studio Art: Gary Niswonger

ARH 430d Thesis
8 credits
Full-year course; offered each year

ARS 430d Thesis
8 credits
Full-year course; offered each year

Requirements: ARH 101. ARH 294 is recommended for art history majors. Honors candidates undertake a year-long project or thesis (430d) for 8 credits.

Presentation: The candidate will present her work to the Honors Committee in an oral critique or defense during April.

The Major

Advisers: Roger Boyce, Brigitte Buettner, Lee Burns, John Davis, Craig Felton, John Gibson, Susan Heideman, Caroline Houser, Barbara Kellum, Jaroslaw Leshko, Dana Leibsohn, Chester Michalik, John Moore, Gary Niswonger, Elliot Offner, Dwight Pogue, Marylin Rhie, Gretchen Schneider.

Art History Adviser for Study Abroad: John Moore.

Art Studio Adviser for Study Abroad: Chester Michalik.

There is one art major, which may be taken in one of three variations: Plan A (history of art), Plan B (studio art), or Plan C (architecture). Students considering a major in art are encouraged to take ARH 101 early in their Smith careers.

Areas of Study

Courses in the history of art are divided into areas that reflect various general time periods. These divisions are:

Group I: 200, 202, 204, 206, 208, 210, 212, 214, 216

Group II: 124, 130, 220, 222, 226, 228, 232, 234

Group III: 240, 242, 244, 246, 250, 252, 254, 255, 256, 258

Group IV: 260, 261, 263, 264, 265, 266, 270, 272, 274, 276, 278, 280

Other courses not listed under Groups I–IV may be placed with the appropriate group in consultation with the instructor and academic adviser.

No course counting toward the major may be taken for an S/U grade.

Plan A, The History of Art

Requirements: eleven courses, which will include:

1. ARH 101
2. one course in studio art
3. eight additional courses. Students must take at least one course in each of four areas of study (Groups I–IV). Only one 100-level lecture course in history of art may be counted toward the major. Normally, five of the history of art courses counted toward the major must be taken at Smith.
4. one seminar in history of art (normally to be taken at Smith). Seminars do not count toward the distribution requirement.

Plan B, Studio Art

Requirements: twelve courses, which will include:

1. ARS 163
2. ARH 101
3. seven additional studio art courses. Majors are also encouraged to take one of the following

design-related courses: ARS 161, ARS 162, ARS 171, and ARS 265
4. three additional history of art courses, at least one of which should be in one of these three areas of study: Groups I–III

In addition, seniors will be required to install a show, which normally occurs in the spring semester.

Plan C, Architecture

Requirements: eleven courses, which will include:
1. ARH 101
2. ARS 280 and 281
3. ARS 162 or 163
4. two additional semester courses in three-dimensional design and architectural drafting (e.g., ARS 381, ARS 382, ARS 262), and/or their equivalents in other Five College institutions.
5. five semester courses in history of art that focus on architectural monuments and urban environments: thus ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 256, 263, 264, 265, 266, 270, 274, 285, 286, 288, 359), and/or their equivalents in other Five College institutions. Students must take one course in at least three areas of study (Groups I–IV). Students are required to take at least one colloquium or seminar in history of art, and to submit either a research paper or a design project, which will ordinarily be done in conjunction with a 300-level course, but which may result from an Honors or Special Studies project.

Students who contemplate attending a graduate program in architecture should take one year of physics and at least one semester of calculus.

The Minor

Plan 1, History of Art

Designed for students who, although majors in another department, wish to focus some of their attention on the history of art. With the assistance of their advisers, students may construct a minor as specific or comprehensive as they desire within the skeletal structure of the requirements.

Advisers: Members of the history of art faculty.

Requirements: six courses, which will include ARH 101, four additional courses in history of art (three of which must be in different areas of study [Groups I–IV]); and one seminar (normally to be taken at Smith).

Plan 2, Studio Art

Designed for students who, although they are majors in another department, wish to focus some of their attention on studio art. With the assistance of her adviser, a student may construct a minor with primary emphasis on one area of studio art, or she may design a more general minor which encompasses several areas of studio art.

Advisers: Members of the studio art faculty.

Requirements: 163 and five additional courses in studio art, of which at least three must be at the 200 level and at least one must be at the 300 level.

Plan 3, Architecture and Urbanism

Seeks to draw together the department's offerings in architectural history into a cohesive unit.

Advisers: John Moore.

Requirements: Five courses from the following: ARH 202, 204, 206, 208, 212, 214, 216, 228, 232, 234, 246, 250, 264, 265, 266, 270, 274, 285, 286, 288, 359

Plan 4, Graphic Arts

Advisers: Gary Niswonger, Elliot Offner, Dwight Pogue.

Graphic Arts: seeks to draw together the department's studio and history offerings in graphic arts into a cohesive unit. The requirements are: (1) 163 (basis); (2) 290 History of Graphic Arts or 292 Composition of Books; and (3) any four ARS from: 271, 272, 275, 276, 277, 282, 372, 376, 382, of which one should be at the 300 level or a continuation of one medium.

Astronomy

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†[1] Richard E. White, Ph.D.
Suzan Edwards, Ph.D, *Chair*

Laboratory Instructor
Meg Thacher

Five College Education/Research Fellow
Salman Hameed

Five College Faculty
Tom R. Dennis, Ph.D. (Professor, Mount Holyoke College)
George S. Greenstein, Ph.D. (Professor, Amherst College)
William Michael Irvine, Ph.D. (Professor, University of Massachusetts)
Neal Katz (Assistant Professor, University of Massachusetts)
John Kwan, Ph.D. (Professor, University of Massachusetts)
James Lowenthal (Assistant Professor, University of Massachusetts)
F. Peter Schloerb, Ph.D., Chair (Professor, University of Massachusetts)
Stephen E. Schneider, Ph.D. (Professor, University of Massachusetts)
Michael F. Skrutskie, Ph.D. (Associate Professor, University of Massachusetts)
Ronald L. Snell, Ph.D. (Professor, University of Massachusetts)
Eugene Tademaru, Ph.D. (Associate Professor, University of Massachusetts)
Daniel Wang, Ph.D. (Professor, University of Massachusetts)
Martin D. Weinberg, Ph.D. (Professor, University of Massachusetts)
Judith S. Young, Ph.D. (Professor, University of Massachusetts)
Min Yun, Ph.D. (Professor, University of Massachusetts)

Students who are planning to major in astronomy should consult with a member of the department early in their college careers. Most upper-level astronomy courses draw upon a background in physics and mathematics, and students considering an astronomy major should complete PHY 115 and 116 and the mathematics sequence up to Calculus II (MTH 112) at their first opportunity.

The astronomy department is a Five College department. Courses designated FC (Five College) are taught jointly with Amherst College, Hampshire College, Mount Holyoke College, and the University of Massachusetts. The astronomy resources of all five institutions are available for student use. They include, among others, an observatory on the roof of McConnell Hall, which includes 14" and 16" Schmidt-Cassegrain reflectors; the Five College Radio Observatory in the Quabbin Reservoir region; the Amherst Observatory, with an 18" refractor; and the Williston Observatory 24" reflector at Mount Holyoke. Students may obtain research and thesis material here or as guest observers at other observatories.

Because of differences among the academic calendars of the five colleges, courses designated "F" may begin earlier or later than other Smith courses. Students enrolled in any of these courses are advised to consult the Five College astronomy office (545-0789) for the time of the first class meeting.

102 Sky I: Time
Observe and measure the cyclical motions of the sun, the moon, and the stars. Reconstruct the historical foundation for measuring time. Understand phases of the moon, lunar and solar eclipses, sea-

sons. Enrollment limited to 25 per section. **{N}** 3 credits
Suzan Edwards
Offered both semesters each year

110 Exploring the Universe
Explore the celestial bodies that inhabit the universe—planets, stars, and galaxies—and discover the workings of the universe as a whole. Understand how the forces of nature govern the origin, structure, and evolution of these bodies and how they determine the ultimate fate of our universe. **{N}** 4 credits
Suzan Edwards
Offered Fall 2001

113 Telescopes and Techniques
An accelerated version of AST 103 for students who have taken or are currently taking PHY 115. Use the telescopes of the McConnell Rooftop observatory to observe celestial objects, including the moon, the sun, the planets, stars, nebulae, and galaxies. Learn celestial coordinate and timekeeping systems. Find out how telescopes and digital cameras work. Become familiar with measuring and classification techniques in observational astronomy. Take digital images of celestial objects and learn basic techniques of digital image processing. Prerequisite: PHY 115, which may be taken concurrently. Enrollment limited to 20 students. **{N}** 2 credits
Meg Thacher
Offered Spring 2002

220 FC20 Topics in Astronomy
Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies and the potential existence of extraterrestrial life. Prerequisite: one course in physical science. **{H/N}** 4 credits
Suzan Edwards, Salman Hameed
Offered Spring 2002

223 FC23b Planetary Science
A freshman-level introductory course for physical science majors. Topics include planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of a physical science. **{N}** 4 credits
Darby Dyer at Mount Holyoke
Offered Fall 2001

224 FC24b
Stellar Astronomy
This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation, and quantitative comparison between observation and theory. Prerequisites: PHY 115, MTH 111, plus one astronomy class. **{N}** 4 credits
Suzan Edwards
Offered Fall 2001

226 FC26a Cosmology
Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: MTH 111 and one physical science course. **{N}** 4 credits
George Greenstein, at Amherst, Fall 2001
Tom Dennis at Mount Holyoke, Spring 2002
Offered Fall 2001, Spring 2002

335 FC35b Introduction to Astrophysics
How do astronomers determine the nature and extent of the universe? Following the theme of the "Cosmic Distance Ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin

with direct distance determinations in the solar system and nearby stars. We then move on to spectroscopic distances of stars; star counts and the structure of our Galaxy; Cepheid variables and the distances of galaxies; the Hubble Law and large-scale structure in the universe; quasars and the Lyman-alpha forest. Prerequisites: PHY 116 and one additional physics or astronomy course at the 200-level or above. **{N}** 4 credits
Steven Schneider at UMass
Offered Spring 2002

337 FC37b Observational Techniques in Optical and Infrared Astronomy
An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: one of 224, 351, or 352. Taught in alternate years with 338. **{N}** 4 credits
Mike Skrutskie at UMass
Offered Spring 2002

351 FC51a Astrophysics I: Stars and Stellar Evolution
Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. Prerequisites: PHY 115, PHY 116, plus two additional 200-level physics classes. **{N}** 4 credits
To be announced, at UMass
Offered Fall 2001

352 FC52b Astrophysics II: Galaxies
Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the viral theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei; synchroton radiation; accretion disks; supermassive black holes. Prerequisites: PHY 115, PHY 116, plus two additional 200 level physics classes. **{N}** 4 credits
James Lowenthal at UMass
Offered Spring 2002

400 Special Studies
Admission by permission of the department. Opportunities for theoretical and observational work are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology.
1 to 4 credits
Offered both semesters each year

The Major

Adviser: Suzan Edwards.

The astronomy major is designed to give a student a good foundation in modern science with a focus on astronomy. It is intended for students who plan to apply their scientific training in a more general contract context than professional astronomy, e.g., in the technical workforce, in science education, in science writing, or in the history of science. Students who plan to pursue a career as a professional astronomer should combine their study of astronomy with as much physics as possible. This can be done by pursuing a major or minor in physics in addition to the astronomy major or by adopting the astrophysics major. All students are advised to acquire a facility in computer programming.

Requirements: 44 credits, including 110 or the equivalent; 113; three astronomy courses at the 200 level, including 224 or 225; one astronomy course at the 300 level; PHY 115 and 116; PHY 210 or MTH 214. In consultation with her adviser, a student may select the remaining 8 credits from 200 or higher-level courses in astronomy or from

intermediate level courses in related fields such as mathematics, physics, geology, computer science, or the history or philosophy of science.

Major in Astrophysics

Advisers: one astronomer and one physicist.

The astrophysics major is designed to provide a background that will prepare a student to pursue a career as a professional astronomer. Central to this preparation is a strong physics background, coupled with an immersion in important topics in modern astrophysics. All students are advised to acquire a facility in computer programming. Especially well-prepared students may enroll in graduate courses in the Five College Astronomy Department.

Requirements: 50 credits, including PHY 115, 116, 210, 211, 214, 220, 222, 340, 348; AST 351 or 352; two additional courses in Astronomy at the 200-level or higher.

The Minor

Adviser: Suzan Edwards.

The minor is designed to provide a sound theoretical and practical introduction to modern astronomy. If combined with a major in another science or mathematics-related field, such as geology, chemistry, or computer science, it can provide a versatile scientific background, which would prepare a student for future work as a scientist or technical specialist. Alternatively, the minor may be combined with a major in a nonscientific field, such as history, philosophy, or education, for students who wish to apply their astronomical backgrounds in a broader context, which could include history of science, scientific writing or editing, or science education.

Requirements: 24 credits, including 110 or the equivalent; 224 or 225; and PHY 115 and 116. The remaining courses may be selected from any astronomy offerings.

Honors

Director: Suzan Edwards.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: Same as for the major and 8 or 12 thesis credits in the senior year.

Graduate

Seniors who are exceptionally well prepared may elect to take graduate courses offered in the Five College Astronomy Department. Further information appears in the University of Massachusetts graduate catalogue.

UMass 640	Galactic and Extragalactic Astronomy
UMass 700	Independent Study
UMass 717	Plasma Astrophysics
UMass 730	Radio Astrophysics
UMass 731	Radio Astronomy
UMass 732	Numerical Techniques in Experimental Physics and Astronomy
UMass 741	The Interstellar Medium
UMass 746	Solar System Physics
UMass 748	Cosmology and General Relativity
UMass 843	Stellar Atmospheres

Biochemistry

Visiting faculty and some lecturers are generally appointed for a limited term.

**[2] Stylianos P. Scordilis, Ph.D. (Biological Sciences), *Director*

William Allan Neilson Professor
Carolyn Cohen, Ph.D.

Professor
*[1] Steven Williams, Ph.D. (Biological Sciences)

Associate Professor
David Bickar, Ph.D. (Chemistry)

Assistant Professors
Christine White-Ziegler, Ph.D. (Biological Sciences)
Cristina Suarez, Ph.D. (Chemistry)
Elizabeth Jamieson (Chemistry)

Laboratory Instructor
Veronique Vouille, Ph.D.

Exemption from required introductory courses may be obtained on the basis of Advanced Placement or departmental examinations.

Students are advised to complete all introductory courses as well as BIO 230, 231 and CHM 224 before the junior year.

252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 230/231 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
Stylianos Scordilis
Offered Spring 2002, Spring 2003

253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. **{N}** 2 credits
Veronique Vouille
Offered Spring 2002, Spring 2003

CHM 335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and structures of biopolymers. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: CHM 224 or permission of the instructor, and MTH 112. **{N}** 4 credits
Daniella Kohen
Offered Fall 2001

352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (353) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
David Bickar
Offered Fall 2001

353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequi-

site or must be taken concurrently. {N} 2 credits
Veronique Vouille
Offered Fall 2001

CHM 357 Selected Topics in Biochemistry
Pharmacology and Drug Design.
An introduction to the principles and methodology of pharmacology, toxicology and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture and use will also be considered. Prerequisite: BCH 352, or permission of the instructor. Offered in alternate years. Prerequisite: BCH 352, or permission of the instructor. {N} 3 credits
David Bickar
Offered Fall 2002

BIO 366 Topics in Cellular Biology
How Science is Really Done.
This seminar will consider various current topics in biochemistry. The topics may include exercise biochemistry, pharmacology, cell signaling, bioinformatics, etc. The prerequisites may vary depending on the topic, but all will require permission of the instructor. {N} 3 credits
Carolyn Cohen
Offered Spring 2002

380 Seminar: Topics in Biochemistry
Exercise Biochemistry.
This course will examine the biochemical basis of physical exercise. Discussion topics will include physiology and biochemistry of skeletal muscle; carbohydrate, lipid, protein, amino acid, creatine and nucleotide metabolism at rest and during exercise; as well as the metabolic responses and adaptations to resistive and endurance exercise. The emphasis will be on primary literature. Prerequisites: BIO 230 or ESS 215 or permission of the instructor. {N} 3 credits
Stylianos Scordilis
Offered Spring 2002

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

400d Special Studies
Variable credit (2 to 10) as assigned
Full-year course; offered each year

The Major

Students planning graduate study in biochemistry are advised to include a year of calculus and a year of physics in their program of study.

Requirements: BIO 111, 112, 230 and 231, 234 and 235; CHM 111, 222 and 223, 224, and either 332 or 335; BCH 252 and 253, 352 and 353.

One elective from: BCH 380; BIO 345, 346, 348; CHM 328, 338, 347, 357.

The S/U grading option is not allowed for courses counting toward the biochemistry major.

Honors

Director: David Bickar.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: same as for the major, with the addition of a research project in the senior year, an examination in biochemistry, and an oral presentation of the honors research.

Biological Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1] Carl John Burk, Ph.D
**[1] Stephen G. Tilley, Ph.D.
**[1] Philip D. Reid, Ph.D.
**[1] Robert B. Merritt, Ph.D.
Margaret E. Anderson, Ph.D.
**[1] Richard F. Olivo, Ph.D.
**[2] Stylianos P. Scordilis, Ph.D.
*[1] Steven A. Williams, Ph.D.
**[2] Paulette Peckol, Ph.D.
**[2] Richard T. Briggs, Ph.D., *Chair*
**[2] Virginia Hayssen, Ph.D.
Michael Marcotrigiano, Ph.D.

William Allan Neilson Professor
Carolyn Cohen, Ph.D.

Associate Professor
Robert Dorit, Ph.D.

Adjunct Associate Professors
Thomas S. Litwin, Ph.D.
Leslie R. Jaffe, M.D.

Assistant Professors
Dany Adams, Ph.D.
Laura A. Katz, Ph.D.
Christine White-Ziegler, Ph.D.
Adam Hall, Ph.D.
L. David Smith, Ph.D.

Adjunct Assistant Professor
Gail E. Scordilis, Ph.D.

Lecturers
Betty A. McGuire, Ph.D.
Esteban Monserrate, Ph.D.

Senior Laboratory Instructor
Graham R. Kent, M.Sc.

Laboratory Instructors
Esteban Monserrate, Ph.D.
Gabrielle Immerman, B.A.
Judith Wopereis, M.Sc.

The following six courses are designed primarily for students not majoring in the biological sciences. For exceptions see requirements for the major.

102 Human Genetics
A study of human genetics at the level of molecules, cells, individuals, and populations. Topics covered will include inheritance of complex characters, sex determination, chromosomal abnormalities, genetic diseases (Huntington disease, sickle cell anemia, Tay-Sach disease), genetic counseling, inbreeding. The course emphasizes problem solving and quantitative skills. **{N}**
4 credits
Robert Merritt
Offered Spring 2003

104 Human Biology
A study of the systems of the human body, their functions, development, and genetics, as they relate to health, disease, and human society. **{N}**
4 credits
Betty McGuire
Offered Fall 2001, Fall 2002

202 Landscape Plants and Issues
Survey of the plant materials used in the landscape including interior, annual, perennial, woody plants, and turf. Identification, natural biology, culture, and use. Introduction to landscape maintenance and design, regional planning, and garden history. Lab and presentation, field trips, BIO 203 must be taken concurrently. Enrollment limited to

40. {N} 3 credits
Michael Marcotrigiano
Offered Fall 2001, Fall 2002

203 Landscape Plants and Issues Laboratory
Identification, morphology and use of landscape plants including annuals, biennials, perennials, tropicals, woody shrubs and trees, vines, and aquatics. Bulb planting, pollinations. Design and planning labs and presentations. BIO 202 must be taken concurrently. Enrollment limited to 40. {N} 1 credit
Michael Marcotrigiano
Offered Fall 2001, Fall 2002

258 Conservation Biology Colloquium
The application of ecological, genetic, and evolutionary knowledge to the global crisis of biodiversity loss and environmental degradation. Topics include threats to biodiversity, the value of biodiversity, and how populations, communities, and ecosystems can be managed sustainably. Case studies will integrate biology, management and policy. (E) {N} 4 credits
L. David Smith
Offered Spring 2002, Spring 2003

BIO 111 and 112 or permission of the instructor are prerequisites for all other courses. Some courses have additional prerequisites, which may include college chemistry.

Students who have attained scores of 4 or 5 on the Advanced Placement examination in biology may apply that credit toward either 111 and/or 112. Students also may be exempted from 111 and/or 112 by passing the appropriate departmental placement examination. The distribution requirements for the major vary depending on whether students have taken 111 and/or 112 (see "The Major" section following the department course listings).

111 Molecules, Cells and Systems
This course is an introduction to the study of life at the level of cells and organs. Specific topics include: cell, organelle and membrane structure and function, biomolecules, metabolism, bioenergetics, and the molecular basis of inheritance and information transfer; the organization and physiology of selected plant and animal systems; homeostatic control mechanisms for regulation of the internal environment, including the role of hormones in homeostasis and reproduction; principles of neurophysiology. Investigative laboratory exercises explore basic concepts through observation, self-designed experiments, and data collection and analysis. {N} 4 credits
Richard Briggs (Director), Graham Kent, Esteban Monserrate, Judith Wopereis
Offered Fall 2001, Fall 2002

112 Exploring Biological Diversity
The course examines the genetic, ecological and evolutionary processes that generate biodiversity. Specific topics include the origin of life, biological diversity, transmission genetics, human evolution, mass extinctions and ecosystem stability. Investigative laboratory exercises explore biodiversity and require students to design and test hypothesis in areas related to lecture topics. {N} 4 credits
Laura Katz (Director)
Robert Dorit, Graham Kent, Esteban Monserrate
Offered Spring 2002, Spring 2003

204 Horticulture
An overview of the field of horticulture. Students learn about plant structure, growth, and function. Methods for growing plants, identification and management of plant pests, plant propagation, plant nutrition, garden soils, and plant biotechnology. Class presentation. BIO 205 must be taken concurrently. Enrollment limited to 40. {N} 3 credits.
Michael Marcotrigiano
Offered Spring 2002, Spring 2003

205 Horticulture Laboratory
Practical lab experiences including an analysis of plant parts, seed sowing, identification of diseases and insect pests, plant propagation by cuttings and air layering, transplanting and soil testing. BIO 204 must be taken concurrently. Enrollment limited to 40. {N} 1 credit
Gabrielle Immerman
Offered Spring 2002, Spring 2003

230 Cell Biology
The structure and function of cells. This course will examine contemporary topics in cellular biology: structural biology, organelle function, membrane and endomembrane systems, cellular regulation, signaling mechanisms, motility and cellular energetics. Students may not elect to take both BIO 230 and 236. Additional prerequisite: CHM 222. Laboratory (231) is optional. {N} 4 credits
Stylianos Scordilis
Offered Fall 2001, Fall 2002

231 Cell Biology Laboratory
Inquiry-based laboratory using techniques such as spectrophotometry, enzyme kinetics, bright field, phase contrast and fluorescence light microscopy and scanning electron microscopy. There will be an emphasis on student-designed projects. Additional prerequisite: BIO 230, which should be taken concurrently. {N} 1 credit
Graham Kent
Offered Fall 2001, Fall 2002

232 Genetics and Evolutionary Mechanisms
A course in transmission, population, and evolutionary genetics. Topics will include gene interaction, quantitative inheritance, linkage and mapping, changes in chromosome number and structure, cytoplasmic inheritance, inbreeding, genetic drift, and selection. Discussion sections will focus on the analysis of complex problems in inheritance. Laboratory (233) is optional. {N} 4 credits
Robert Merritt
Offered Fall 2001

233 Genetics and Evolutionary Mechanisms Laboratory
A laboratory course designed to complement the lecture material in 232. Basic techniques of gene mapping in *Drosophila*, and fungi, as well as molecular techniques for the study of genetic variation will be covered in independent and group projects. Additional prerequisite: BIO 232, which should be taken concurrently. {N} 1 credit
Robert Merritt
Offered Fall 2001

234 Molecular Biology
An introduction to the basic principles of molecular biology stressing the connections between molecular biology, genetics and cell biology. Topics will include DNA and RNA structure, chromosome structure, transcription, translation, the genetic code, recombinant DNA analysis, DNA replication, gene organization, mutation, DNA repair, regulation of gene expression, RNA processing, recombination and mobile genetic elements, gene regulation in development, geonomic projects and the molecular biology of cancer. Additional prerequisites: BIO 230, 232, 236 or 254. Laboratory 235 is optional. {N} 4 credits
Steven Williams
Offered Spring 2002, Spring 2003

235 Molecular Biology Laboratory
A laboratory course designed to complement the lecture material in 234. The basic techniques of molecular biology will be learned in the context of solving molecular biology problems. These methods will include DNA isolation, DNA synthesis, recombinant DNA methodology, transformation, DNA sequencing, Southern blot analysis, DNA labeling, geonomics, and computer analysis of DNA sequences. Additional prerequisite: BIO 234 which should be taken concurrently. {N} 1 credit
Steven Williams
Offered Spring 2002, Spring 2003

236 Cell Physiology
Survey of fundamental cell processes. Topics are presented in the context of cell evolution; coverage includes single-celled organisms and multicellular animals and plants. Lectures focus on cell structures and the mechanisms underlying important cell functions, including transcription and translation, energy transduction, motility, signaling, and reproduction. Students may not elect to take both BIO 230 and 236. Additional prerequisite: CHM 111 or 118. This course does not serve as a prerequisite for BCH 252. Laboratory (237) is highly recommended but not required. {N} 4 credits
Dany Adams
Offered Spring 2002, Spring 2003

237 Cell Physiology Laboratory
This lab provides the opportunity to observe and manipulate cells so as to better understand the processes covered in lecture. To that end, students will become facile with many types of light microscopy. During the first half of the semester students

will be introduced to a variety of cell types and microscopy techniques; the latter half is devoted to student-designed observations of single-celled organisms. Techniques include: bright field, darkfield, phase contrast, fluorescence, confocal and electron microscopy, video and time-lapse video microscopy, and black and white film developing and printing. Additional prerequisite: BIO 236 which should be taken concurrently. {N} 1 credit
Judith Wopereis, Dany Adams
Offered Spring 2002, Spring 2003

240 Plant Biology
Plant structure and function at the cellular, organismal, and community levels; survey of the plant kingdom. Laboratory (241) is optional. {N} 4 credits
Philip D. Reid
Offered Fall 2001, Fall 2002

241 Plant Biology Laboratory
Microscopic analysis of plant structure; comparative analysis of reproductive structures and life cycles; experimental manipulations of model plant systems. Additional prerequisite: BIO 240, which should be taken concurrently. {N} 1 credit
Philip D. Reid
Offered Fall 2001, Fall 2002

242 Invertebrate Zoology
The majority of recognized animal species are invertebrates. Their great diversity and unique features of form, function, and development are considered. Groups of animals studied in detail include insects, crustaceans, arachnids, molluscs, segmented worms, flatworms, nematodes, cnidarians, and echinoderms. Parasitism is considered as an important symbiotic relationship. A weekend field trip to the Massachusetts coast may be scheduled. Laboratory (243) must be taken concurrently. {N} 4 credits
L. David Smith
Offered Fall 2001, Fall 2002

243 Invertebrate Zoology Laboratory
Dissections of a wide variety of representative invertebrates with emphasis on the relationship between form and function. Microscopic observations on aspects of invertebrate structure and on locomotion, feeding, and other invertebrate behaviors. BIO 242 must be taken concurrently. {N} 1 credit
L. David Smith
Offered Fall 2001, Fall 2002

244 Vertebrate Biology
A review of the evolutionary origins, adaptations, and trends in the biology of vertebrates. Laboratory (245) is optional. {N} 4 credits
Virginia Hayssen
Offered Spring 2002, Spring 2003

245 Vertebrate Biology Laboratory
An anatomical exploration of the evolutionary origins, adaptations, and trends in the biology of vertebrates, with emphasis on the relationship between form and function. One Saturday field trip may be scheduled. {N} 1 credit
Betty McGuire
Offered Spring 2002, Spring 2003

250 Plant Physiology
Plants as members of our ecosystem; water economy; photosynthesis and metabolism; special emphasis on the study of growth and development as influenced by external and internal factors, survey of some pertinent basic and applied research. Additional prerequisite: CHM 111 or 118. Laboratory (251) is optional. {N} 4 credits
Paulette Peckol
Offered Spring 2002, Spring 2003

251 Plant Physiology Laboratory
Processes which are studied include plant molecular biology, photosynthesis, photomorphogenesis, growth, uptake of nutrients, water balance and transport, and the effects of hormones. Additional prerequisite: BIO 250, which should be taken concurrently. {N} 1 credit
To be announced
Offered Spring 2003

254 Microbiology: Bacteria and Viruses
This course examines bacterial morphology, growth, biochemistry, genetics and methods of controlling bacterial activities. Emphasis is on bacterial physiology and the role of the prokaryotes in their natural habitats. The course also covers viral life cycles and diseases caused by viruses.

Additional prerequisite: CHM 111 or 118. Laboratory (255) must be taken concurrently. {N}
3 credits
Christine White-Ziegler, (2002)
Offered Spring 2002, Spring 2003

255 Microbiology: Bacteria and Viruses Laboratory
Experiments in this course explore the morphology, physiology, biochemistry, and genetics of bacteria using a variety of bacterial genera. Methods of aseptic technique; isolation, identification, and growth of bacteria are learned. An individual project is completed at the end of the term. BIO 254 must be taken concurrently. {N} 2 credits
Christine White-Ziegler, (2002)
Esteban Monserrate, (2003)
Offered Spring 2002, Spring 2003

256 Animal Physiology
Functions of animals required for survival (movement, respiration, circulation, etc.); neural and hormonal regulation of these functions; and the adjustments made to challenges presented by specific environments. Additional prerequisite: CHM 111 or 118. Laboratory (257) is optional. {N}
4 credits
Margaret Anderson
Offered Fall 2001, Fall 2002

257 Animal Physiology Laboratory
Experiments will demonstrate concepts presented in BIO 256 and illustrate techniques and data analysis used in the study of physiology. Additional prerequisite: BIO 256, which should be taken concurrently. {N} 1 credit
Margaret Anderson
Offered Fall 2001, Fall 2002

260 Principles of Ecology
Theories and principles pertaining to population growth and regulation, interspecific competition, predation, the nature and organization of communities, and the dynamics of ecosystems. Laboratory (261) is optional. A weekend field trip will be included for students not enrolled in laboratory. {N} 4 credits
Stephen Tilley
Offered Fall 2001, Fall 2002

261 Principles of Ecology Laboratory
Introduction to ecological communities of southern New England, and to the investigation of ecological problems via field work and statistical analysis. Additional prerequisite: BIO 260, which should be taken concurrently. {N} 1 credit
Stephen Tilley
Offered Fall 2001, Fall 2002

262 Evolution and Biological Diversity
The processes of organic evolution and their relation to patterns in the adaptation and diversification of organisms. The course expands on the basic concepts of population genetics introduced in 232 and treats the nature of adaptation, the nature and formation of species, the reconstruction of phylogenies, the theory and practice of classifying organisms, and the interpretation of major macroevolutionary patterns. It includes a Saturday field trip to the American Museum of Natural History in New York City. Additional prerequisite: BIO 232. {N} 4 credits
Robert Dorit, (2002)
Stephen Tilley, (2003)
Offered Spring 2002, Spring 2003

264 Marine Ecology
This course will initially focus on selected marine systems (e.g., shores, coral reefs, deep sea) in order to explore various natural factors that affect marine biodiversity. Our focus then will shift to the role of human disturbances and their effects of these systems. Finally, we will briefly discuss some of the successful management strategies being implemented using various case studies. One of our goals is to familiarize you with some of the scientific concepts studied by marine ecology as a discipline. In addition, and as important, is our goal to help you develop vital skills such as effective oral and written communication, critical thinking, and problem solving. We also emphasize graphical representations and quantitative skills. First-year students must have permission of the instructor. Enrollment limited to 28. Laboratory (265) must be taken concurrently. {N} 3 credits
Paulette Peckol, Esteban Monserrate
Offered Fall 2001, Fall 2002

265 Marine Ecology Laboratory
The laboratory applies concepts discussed in lecture, focusing on class and individual research projects in both the field and laboratory. Two weekend field trips to the New England coast are included. Additional prerequisite: BIO 264, which should be taken concurrently. Two weekend field trips. {N} 2 credits
Paulette Peckol, Esteban Monserrate
Offered Fall 2001, Fall 2002

266 Plant Systematics
Classical and modern approaches to the taxonomy of higher plants, with emphasis on evolutionary trends and processes and principles of classification. Laboratory (267) must be taken concurrently. {N} 3 credits
John Burk
Offered Spring 2002, Spring 2003

267 Plant Systematics Laboratory
Field and laboratory studies of the identification and classification of higher plants, with emphasis on the New England flora. BIO 266 must be taken concurrently. {N} 1 credit
John Burk
Offered Spring 2002, Spring 2003

268 Microbiology: Eukaryotes
Eukaryotes, cells with nuclei, have lived on the earth for at least two billion years. This course focuses on the bizarre and diverse world of microbial eukaryotes (protists), excluding the relatively recent eukaryotic lineages of plants, animals and fungi. Emphasis is on the origin and diversification of eukaryotes, and on the numerous diseases caused by these microorganisms. Laboratory (269) must be taken concurrently. {N} 4 credits
Laura Katz
Offered Fall 2001, Fall 2002

269 Microbiology: Eukaryotes Laboratory
The laboratory assignments allow students to observe microbial eukaryotes and use microscopy and molecular techniques for experimentation with these organisms. Emphasis is on implementation of an independent project. A one-day field trip is scheduled. BIO 268 must be taken concurrently. {N} 1 credit
Laura Katz
Offered Fall 2001, Fall 2002

320 Colloquium on Molecular Medicine
A study of cells and their diseased states in humans. The cellular, molecular, metabolic, and physiological bases of selected diseases will be analyzed. Topics will include gross and cellular pathology, inflammation, metabolic, musculoskeletal and neurological disorders, as well as the clinical symptomology and therapeutic possibilities. Several topics will be given by pathologists at Baystate Medical Center. Prerequisites: BIO 230 and 231. {N} 4 credits
Stylianos Scordilis
Offered Fall 2001

330 Neurophysiology
The function of nervous systems. Topics include electrical signals in neurons, synapses, the neural basis of form and color perception, and the generation of behavioral patterns. Prerequisites: BIO 230, 236 or 256. Laboratory (331) must be taken concurrently. {N} 4 credits
Richard Olivo
Offered Spring 2002, Spring 2003

331 Neurophysiology Laboratory
Electrophysiological recording of signals from neurons, including an independent project in the second half of the semester. BIO 330 must be taken concurrently. {N} 1 credit
Richard Olivo
Offered Spring 2002, Spring 2003

332 Histology
A study of the microscopic structure of animal tissues, including their cellular composition, origin, differentiation, function, and arrangement into organs. Additional prerequisite: BIO 230 or 236. Laboratory (333) is optional, but strongly recommended. {N} 4 credits
Richard Briggs
Offered Fall 2001, Fall 2002

333 Histology Laboratory
An introduction to microtechnique: the preparation of tissue and organs for light microscopic examination, including fixation, embedding and sectioning as well as a number of different staining techniques and cytochemistry. Also includes the study of prepared material. Minimum enrollment: 6 students. Additional prerequisite: BIO 332,

which should be taken concurrently. {N} 1 credit
Richard Briggs
Offered Fall 2001, Fall 2002

336 Introduction to Biological Fine Structure
Introduction to the theory of electron microscopy and associated techniques, including electron optics, instrument design and operational parameters, and specimen preparation; discussion of eukaryotic cell structure (supramolecular organization), and analysis and interpretation of micrographs. Admission by permission of the instructor. Additional prerequisite: BIO 230 or 236. Laboratory (337) must be taken concurrently. Enrollment limited to 6. {N} 3 credits
Richard Briggs
Offered Spring 2002, Spring 2003

337 Introduction to Biological Fine Structure Laboratory
Emphasis will be on the practice of basic techniques for electron microscopy, including diverse preparative procedures for biological material, the operation of the scanning and transmission of electron microscopes, and associated photographic processes. Independent projects are emphasized. BIO 336 must be taken concurrently. {N} 2 credits
Richard Briggs
Offered Spring 2002, Spring 2003

342 Molecular Biology of Eukaryotic Systems
The molecular biology of eukaryotes and their viruses. Topics will include eukaryotic chromosome structure and organization, regulation of gene expression, RNA processing, retroviruses, transposable elements, gene rearrangement, methods for studying human genes, genome projects and whole genome analysis. Reading assignments will be from a textbook and the primary literature. Each student will present an in-class presentation and write a term paper on a topic selected in consultation with the instructor. Enrollment limited to 16. Additional prerequisite: BIO 234. Laboratory (343) is optional. {N} 4 credits
Lori Saunders, (2001)
Steven Williams, (2002)
Offered Fall 2001, Fall 2002

343 Molecular Biology of Eukaryotic Systems Laboratory
A laboratory course designed to complement the lecture material in 342. Advanced techniques used to study the molecular biology of eukaryotic systems will be learned in the context of a semester-long project. These methods will include techniques for studying genomics and gene expression including: cDNA library construction, DNA sequence analysis, Northern blot analysis, RT-PCR, bioinformatics, and others. Enrollment limited to 16. Additional prerequisite: BIO 235 and 342, which should be taken concurrently. {N} 1 credit
Lori Saunders, (2001)
Steven Williams, (2002)
Offered Fall 2001, Fall 2002

344 Immunology
An introduction to the immune system; molecular, cellular, and genetic bases of immunity to infectious agents. Special topics include transplantation, allergy, immunodeficiencies, and immunopathology. Additional prerequisite: BIO 230 or 236. Recommended: BIO 232 or 234 and 254/255. Laboratory (345) is optional. {N} 4 credits
Christine White-Ziegler
Offered Fall 2001, Fall 2002

345 Immunology Laboratory
Immunological techniques used in diagnosis and as research tools. Experimental exercises include immune cell population analysis, immunofluorescence, Western blotting, ELISA, agglutination reactions, and neutralization of viral particles by antibodies. BIO 344 is a prerequisite or must be taken concurrently. Enrollment limited to 16 students. {N} 1 credit
Christine White-Ziegler
Offered Fall 2001, Fall 2002

346 Developmental Biology
Developmental biology is the study of the amazing processes by which a fertilized egg becomes a multicellular organism with thousands of different cell types. Observations of these remarkable phenomena are presented in concert with the experiments underlying our current understanding of the control of these events. Emphasis is also placed on learning to design experiments to answer questions about cause and effect in biological systems,

developing or otherwise. Prerequisite: a course in molecular genetics or cell. Laboratory (347) is optional, but recommended. {N} 4 credits
Dany Adams
Offered Fall 2001, Fall 2002

347 Developmental Biology Laboratory
Observation, analysis, and manipulation of various phenomena in the development of various organisms using both classic and modern techniques. During the second half of the semester, students will design and carry out their own experiments. Lecture 346 must be taken concurrently. {N}
1 credit
Dany Adams
Offered Fall 2001, Fall 2002

348 Molecular Physiology
A study of regulation in cells at the molecular level, with emphasis on biochemical and biophysical controls. Special topics: single molecule physiology signaling cascades, hormone action, membrane transport, and the application of basic science to molecular medicine. Additional prerequisites: BIO 230 and CHM 223. Offered in alternate years. {N} 4 credits
Stylianos Scordilis
Offered Fall 2002

352 Animal Behavior
Examination of the many approaches to the study of animal behavior. Topics include history of the field, physiological bases of behavior, and behavioral ecology and evolution. Additional prerequisite, one of the following: BIO 242, 244, 262, a statistics course or permission of the instructor. Laboratory (353) is optional. {N} 3 credits
Betty McGuire
Offered Fall 2001, Fall 2002

353 Animal Behavior Laboratory
Research design and methodology for field and laboratory studies of animal behavior. Additional prerequisite, one of the following: BIO 242, 244, 262, a statistics course or permission of the instructor. Enrollment limited to 15 students. {N}
2 credits
Virginia Hayssen
Offered Fall 2001, Fall 2002

356 Plant Ecology
A study of plant communities and the relationships between plants and their environment. Additional prerequisite: a course in ecology or environmental science, or permission of the instructor. Laboratory (357) must be taken concurrently. {N}
3 credits
John Burk
Offered Fall 2002, Fall 2003

357 Plant Ecology Laboratory
Field and laboratory investigations of the ecology of higher plants, with emphasis on New England plant communities and review of current literature. BIO 356 must be taken concurrently. {N}
1 credit
John Burk
Offered Fall 2002, Fall 2003

325 Cellular and Molecular Neuroscience
Molecular level structure-function relationships in the nervous system. Topics include development of neurons, neuron-specific gene expression, molecular mechanisms of neuronal plasticity (e.g., in learning and memory), molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 230, BIO 234, or BIO 236 and two semesters of chemistry. Laboratory (326) must be taken concurrently. Enrollment limited to 20. (E) {N} 4 credits
Adam C. Hall
Offered Spring 2002

326 Cellular and Molecular Neuroscience Laboratory
This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g., extension of neurites and growth cones). The rest of the laboratory involves the Xenopus oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with RNA/DNA encoding a variety of ion channels. The second half of the semester includes a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 325 must be taken concurrently. Enrollment limited to 20 (E) {N} 1 credit
Adam C. Hall
Offered Spring 2002

Cross-listed and Interdepartmental Courses

BCH 252 Biochemistry I: Biochemical Structure and Function
Structure and function of biological macromolecules: proteins and nucleic acids. Mechanisms of conformational change and cooperative activity; bioenergetics, enzymes, and regulation. Prerequisites: BIO 230/231 and CHM 223. Laboratory (253) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
Stylianos Scordilis
Offered Spring 2002, Spring 2003

BCH 253 Biochemistry I Laboratory
Techniques of modern biochemistry: ultraviolet spectrophotometry and spectrofluorimetry, SDS polyacrylamide gel electrophoresis, Scatchard analysis, and a project lab on linked enzyme kinetics. Prerequisite: BIO 231. BCH 252 is a prerequisite or must be taken concurrently. **{N}** 2 credits
Veronique Vouille
Offered Spring 2002, Spring 2003

ESS 215 Physiology of Exercise
A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical exercise. Prerequisite: BIO 104 or BIO 111, or permission of the instructor. **{N}** 4 credits
James Johnson

EVS 300 Seminar in Environmental Science
Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies are used to explore the translation of scientific theory and research into policy and regulation. Topics include landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental policy. There will be a one-day weekend field trip. Prerequisite: all courses completed or concurrent for the Environmental Sciences minor or by permission of the instructor. **{S/N}** 4 credits
L. David Smith
Offered Spring 2002, Spring 2003

GEO 231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: GEO 111, or GEO 108; open without prerequisite to majors in biological sciences. **{N}** 4 credits
Allen Curran

MTH 245 Introduction to Probability and Statistics
An applications-oriented introduction to statistical inference: descriptive statistics; random variables; binomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: MTH 111, or MTH 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 15. 4 credits
Katherine Halvorsen (Mathematics), Virginia Hayssen

PSY 311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: PSY 180 or PSY 211, an introductory BIO course, or permission of the instructor. Enrollment limited to 16. Laboratory sections limited to 8. **{N}** 4 credits
Stefan Bodnarenko

400 Special Studies
Variable credit (1 to 5) as assigned
Offered both semesters each year

Seminars

364 Topics in Environmental Biology
Biology and Geology of Coral Reefs—Past, Present, and Future.
Coral reefs occupy a relatively small portion of the earth's surface, but their importance to the marine ecosystem is great. This seminar will examine coral reefs in terms of their geologic importance, both past and present, and their ecological interactions. Emphasis will be placed on the status of modern coral reefs worldwide, with a focus on effects of environmental and anthropogenic disturbances (e.g., sedimentation, entrophication, overfishing). Prerequisite: permission of the instructor. **{N}** 3 credits
Paulette Peckol
Offered Spring 2002

366 Topics in Cellular Biology
How Science is Really Done.
This seminar will consider various current topics in biochemistry. The topics may include: exercise biochemistry, pharmacology, cell signaling, bioinformatics, etc. The prerequisites may vary depending on the topic, but all will require permission of the instructor. **{N}** 3 credits
Carolyn Cohen
Offered Spring 2002

368 Topics in Evolutionary Biology
Molecular Evolution.
This seminar explores the field of molecular evolution from two perspectives. The first examines how molecular data have shaped our understanding of organismal diversity. The second addresses the evolution of molecules themselves, focusing on the evolution of genomes. Specific topics included reconstructing genealogies, inferring evolutionary forces from molecular data, and exploring conservation genetics. Emphasis is on readings from the primary literature and an independent research project. Prerequisite: BIO 232, 234, or 262 or permission of the instructor. **{N}** 3 credits
Laura Katz
Offered Spring 2002

The Major

Advisers: Students should choose their advisers, according to their interests, from the department faculty, with the exception that the chair of the Board of Pre-Health Advisers does not serve as a major adviser.

Adviser for Study Abroad: Paulette Peckol (Fall), John Burk (Spring).

The following requirements for the major pertain to the Class of 2005 and beyond; current students should consult an adviser with questions about their requirements.

The major in biological sciences is designed to provide 1) a strong basis for understanding biological perspectives on various issues, 2) conceptual breadth across several major disciplines in biology, 3) depth in one or more specialized fields in biology, 4) experience with modern tools and techniques of biological research, and 5) the opportunity to personally experience the excitement and process of scientific investigation. Within this general framework, students can construct course programs that serve their individual interests and plans after graduation, while insuring that they acquire broad backgrounds in the biological sciences and associated fields such as the physical sciences, mathematics, and computer science.

Prospective majors should take CHM 111 and BIO 111 and 112 as early as possible. Note that one or two semesters of organic chemistry are prerequisites for a number of 300-level courses.

The major requires 56 credits for courses taken in five major categories:

1. Fundamental courses (17 credits).
2. Distribution courses (16–20 credits).
3. Advanced courses (at least 7 credits).
4. Laboratory courses (at least 4 credits, in the distribution, advanced and elective categories).
5. Elective courses (additional courses to bring the total credits in the major to 56).

Courses in the biological sciences taken at other insitutions may be counted toward the various categories with permission of the student's major adviser.

Students with Advanced Placement credit in biology may elect to take additional distribution courses in lieu of 111 or/and 112, as explained below under "Options for majors with Advanced Placement credit."

The fundamental course requirement: 111 and 112, CHM 111 or 118, and a course in statistics (MTH 245 is strongly recommended for majors in the biological sciences).

The distribution course requirement: Four of the following courses, one from each of four distribution fields. Laboratory courses are listed where they must be taken concurrently with the associated lecture course.

Field A. Cell biology: 230, 236.
Field B. Genetics: 232, 234.
Field C. Physiology: 250, 254/255, 256.
Field D. Organismal biology: 240, 242/243, 244, 268/269.
Field E. Evolutionary biology: 262, 266/267.
Field F. Ecology: 260, 264/265.

The advanced course requirement: At least seven credits at the 300-level from courses listed or cross-listed in the department's offerings, which must include a laboratory course, and which may include no more than one seminar and no more than five credits of Honors research. A maximum of five credits of Honors research may be counted toward completion of the major. Special Studies (400) may not be counted toward completion of the advanced course requirement.

The laboratory course requirement: The courses counted toward the distribution, advanced, and elective requirements must include at least four laboratory courses selected from courses listed or cross-listed in the department's offerings. With the advisor's permission, a semester of Special Studies (400) may count toward the requirement as a 200-level laboratory course, and a semester of Honors research (430, 431, or 432) may count toward the requirement at the 300 level.

Elective courses: Additional courses that bring the credits counted toward the major to a total of 56. Students who take one of the other courses designated for nonmajors (102, 104, 202/203, 258) before enrolling in 111 or 112 may count it as an elective course in the major. Other elective courses may include any of the following:

- Any course listed or cross-listed in the department's offerings, except those offered explicitly for non-majors that are taken after 111 or 112.
- Up to four credits in chemistry, computer science, geology, mathematics or physics.
- Up to five credits of Special Studies (400) or Honors research (430, 431, or 432). (A maximum of five credits of Special Studies or Honors research may be counted toward completion of the major.)

Independent research: Independent research is strongly encouraged but not required for the major in the biological sciences. Up to five credits of Special Studies (400) or Honors research (430, 431, or 432) may be counted toward completion of the major, as described above under the laboratory and elective requirements.

Options for majors with Advanced Placement credit. Majors who wish to use Advanced Placement credit in biology should elect one of the following fundamental and distribution course options:

1. 111 and five distribution courses, including one each from distribution fields D, E and F.
2. 112 and five distribution courses, including one each from distribution fields A, B and C.
3. One course from each of the six distribution fields.

The Minor

Advisers: Major advisers also serve as advisers for the minor.

The requirements for the minor in biological sciences comprise 24 credits from departmental offerings. These courses must include 111, 112, and one 300-level course. No more than one course designed primarily for non-majors may be included.

Honors

Directors: Christine White-Ziegler, Steven Williams.

Basis: the same as that for the major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

432d Thesis
12 credits
Full-year course; offered each year

Requirements: the same as for the major, and 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. 430d, 431, or 432d may substitute for one 300-level course. Note that Special Studies credit is superseded by Honors credit.

Marine Sciences

See pp. 270–71.

Neuroscience

See pp. 290–91.

Graduate

Adviser: Stylianos Scordilis.

507 Seminar on Recent Advances and Current Problems in the Biological Sciences
Students in this seminar discuss articles from the primary literature representing diverse fields of biology and present on their own research projects. Journal articles will be selected to coordinate with departmental colloquia. In alternate weeks, students will present on research goals, data collection and data analysis.
2 credits
Members of the department
Offered Fall 2001, Fall 2002

510 Advanced Studies in Molecular Biology
3 to 5 credits
Members of the department
Offered both semesters each year

520 Advanced Studies in Botany
3 to 5 credits
Members of the department
Offered both semesters each year

530 Advanced Studies in Microbiology
3 to 5 credits
Members of the department
Offered both semesters each year

540 Advanced Studies in Zoology
3 to 5 credits
Members of the department
Offered both semesters each year

550 Advanced Studies in Environmental Biology
3 to 5 credits
Members of the department
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Preparation for graduate study in the biological sciences.

Graduate programs that grant master's and doctoral degrees in biology vary in their admission requirements, which may include at least one year each of mathematics (preferably including statistics), physics, and organic chemistry. Many programs stress both broad preparation across the biological sciences and a strong background in a specific area. Many institutions require scores on the Graduate Record Examination, which emphasize a broad foundation in biology as well as quantitative and verbal skills. Students contemplating graduate study should review the requirements of particular programs as early as possible in the course of their studies.

Prehealth Professional Programs

Students may prepare for health profession schools by majoring in any area, if they include in their program courses that meet the minimum requirements for entrance. For most schools, these are one year each of English, inorganic chemistry, organic chemistry, physics, and biology. Other courses often recommended include biochemistry, mathematics through calculus, and social or behavioral science. Because health profession schools differ in the details of their requirements, students should confer with a prehealth adviser as early as possible about specific requirements.

Information may be obtained from the Career Development Office or from Margaret E. Anderson, Chair of the Board of Prehealth Advisers.

Chemistry

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
*[1] Robert G. Linck, Ph.D.

Associate Professor
David Bickar, Ph.D., *Chair*

Assistant Professors
Cristina Suarez, Ph.D.
Kate Queeney, Ph.D.
Kevin Shea, Ph.D.
Elizabeth Jamieson, Ph.D.
Shizuka Hsieh, Ph.D.

Visiting Assistant Professor
Daniela Kohen, Ph.D.

Senior Lecturer
*[1] Lâle Aka Burk, Ph.D.

Senior Laboratory Instructor and Laboratory Supervisor
Virginia White, M.A.

Laboratory Instructors
Maria Bickar, M.S.
Rebecca Thomas, Ph.D.

Students who are planning to major in chemistry should consult with a member of the department early in their college careers. They should elect General Chemistry as first-year students and are advised to complete MTH 112 or MTH 114 and PHY 115 and 116 as early as possible.

All intermediate courses require as a prerequisite a semester of General Chemistry or an Advanced Placement score of 4 or 5.

100 The World Around Us
A course dealing with the materials and the transformations central to our daily lives. Principal topics: chemicals essential to our existence; chemistry and the arts; chemistry and the environment. No prerequisite. Not open to students with Advanced Placement or previous college credit in chemistry. Three hours of lecture, discussion, and demonstrations. **{N}** 4 credits
David Bickar
Offered Spring 2002, Spring 2003

111 Chemistry I: General Chemistry
An introductory course dealing with atomic and molecular structure and properties, and with chemical reactions. The laboratory includes techniques of chemical synthesis and analysis. Enrollment limited to 60 per lecture section, 16 per lab section. **{N}** 5 credits
Members of the department
Offered Fall 2001, Fall 2002

150 Environmental Chemistry
An introduction to environmental chemistry, dealing with topics such as conservation of energy, conservation of resources, nutrition, greenhouse effect, ozone layer, acid rain, pesticides, and smog. A college-level course in science or public policy is strongly recommended. Offered in alternate years. **{N}** 4 credits
Shizuka Hsieh
Offered Spring 2002, Spring 2003

222 Chemistry II: Organic Chemistry
An introduction to the theory and practice of organic chemistry. Structure, nomenclature, and physical and chemical properties of organic compounds with an emphasis on alkanes, alkyl halides, alkenes, alkynes, and cycloalkanes. Spectroscopic methods of analysis focusing on infrared and nuclear magnetic resonance spectroscopy.

Prerequisite: 111. Enrollment limited to 16 per lab section. {N} 5 credits
Members of the department
Offered Spring 2003, Spring 2003

223 Chemistry III: Organic Chemistry
The chemistry of alcohols, ethers, amines, aldehydes, ketones, carboxylic acids and functional derivatives of carboxylic acids, aromatic compounds and multifunctional compounds. Introduction to retrosynthetic analysis and multistep synthetic planning. Prerequisite: 222 and successful completion of the 222 lab. Enrollment limited to 16 per lab section. {N} 5 credits
Members of the department
Offered Fall 2001, Fall 2002

224 Chemistry IV: Bonding, Structure, and Energetics
Coordination chemistry of the transition metals, lanthanides, and actinides. Solid-state chemistry. Metals, semi-metals, and non-metals. Quantum chemistry, molecular symmetry, mass-action theory, and an introduction to chemical thermodynamics. Prerequisite: 223 or permission of the instructor. Enrollment limited to 18 per lab section. {N} 5 credits
Members of the department
Offered Spring 2002, Spring 2003

226 Synthesis
Synthetic techniques and experimental design in the context of multistep synthesis. The literature of chemistry, methods of purification and characterization. Recommended especially for sophomores. Prerequisite: 223. {N} 3 credits
Members of the department
Offered Spring 2002, Spring 2003

321 Organic Synthesis
An examination of modern methods of organic synthesis and approaches to the synthesis of complex organic compounds. Prerequisite: 223. Offered in alternate years. {N} 4 credits
Kevin Shea
Offered Spring 2003

328 Bio-Organic Chemistry
The function, biosynthesis, and structure elucidation of the molecules of nature with emphasis on terpenoids from plant essential oils, steroids, alkaloids, nature's pigments, molecular messengers, and defense chemicals. Prerequisite: 223. Offered in alternate years. {N} 3 credits
Lâle Burk
Offered Spring 2002

331 Physical Chemistry
The microscopic viewpoint: quantum chemistry, spectroscopy, statistical mechanics, and kinetic-molecular theory. Prerequisites: 224 and MTH 112 or MTH 114. MTH 212 or PHY 210, and PHY 115 are strongly recommended. {N} 4 credits
Cristina Suarez
Offered Fall 2001, Fall 2002

332 Physical Chemistry
The macroscopic viewpoint: chemical thermodynamics and kinetics with applications to gases, solutions, equilibria, and electrochemistry. Prerequisite: 331. {N} 5 credits
Kate Queeney
Offered Spring 2002, Spring 2003

335 Physical Chemistry of Biochemical Systems
A course emphasizing physical chemistry of solutions. Topics covered include chemical thermodynamics, solution equilibria, enzyme kinetics, and biochemical transport processes. The laboratory focuses on experimental applications of physical-chemical principles to systems of biochemical importance. Prerequisites: 224 or permission of the instructor, and MTH 112. {N} 4 credits
Daniela Kohen
Offered Fall 2001, Fall 2002

337 Materials Chemistry
This course provides an introduction to the interdisciplinary field of materials from a chemist's viewpoint. Students will learn fundamentals of solid state chemistry as well as techniques used to synthesize and characterize materials (including crystalline and amorphous solids as well as thin films). These concepts will be applied to current topics in materials chemistry, culminating in a final paper and oral presentation on a topic of each student's choice. Prerequisites: 331 and PHY 222 or equivalent or permission of the instructor. Offered in alternate years. {N} 4 credits

Kate Queeney
Offered Spring 2003

338 Molecular Spectroscopy
This course will provide an introduction to the fundamentals of molecular spectroscopy. It is designed to provide an understanding of mathematical formulations, electronic and optical elements and experimentally determined parameters related to the study of molecular systems. Spectroscopic techniques covered will include vibrational and rotational spectra, electronic spectra, Raman spectroscopy, nuclear magnetic resonance spectroscopy and others. Prerequisite: CHM 331; PHY 115 is strongly recommended. Offered in alternate years. **{N}** 4 credits
Cristina Suarez
Offered Spring 2002

347 Instrumental Methods of Analysis
A laboratory-oriented course involving spectroscopic, chromatographic, and electrochemical methods for the quantitation, identification, and separation of species. Critical evaluation of data and error analysis. Prerequisite: 224 or permission of the instructor. **{N/M}** 5 credits
Kate Queeney, Virginia White
Offered Fall 2001, Fall 2002

357 Selected Topics in Biochemistry
Pharmacology and Drug Design.
An introduction to the principles and methodology of pharmacology, toxicology, and drug design. The pharmacology of several drugs will be examined in detail, and computational software used to examine drug binding and to assist in designing a new or modified drug. Some of the ethical and legal factors relating to drug design, manufacture, and use will also be considered. Prerequisite: BCH 352, or permission of the instructor. Offered in alternate years. **{N}** 3 credits
David Bickar
Offered Fall 2002

363 Advanced Inorganic Chemistry
Topics in inorganic chemistry. Application of group theory to coordination compounds, molecular orbital theory of main compounds, and organometallic compounds. Prerequisite: 331. **{N}** 4 credits
Elizabeth Jamieson
Offered Spring 2002, Spring 2003

395 Advanced Chemistry
A course in which chemical systems, without regard to boundaries of subdisciplines, are treated by and unified with an orbital model. Topics include HMO analysis, perturbation theory, aromaticity, hypervalence, frontier orbitals, fragment analysis, Walsh's rules, Jahn-Teller phenomena, cycloaddition, clusters, solid state, and reactivity. Prerequisite: 331. Offered in alternate years. **{N}** 4 credits
Robert Linck
Offered Spring 2002

Cross-listed and Interdepartmental Courses

BCH 352 Biochemistry II: Biochemical Dynamics
Chemical dynamics in living systems. Enzyme mechanisms, metabolism and its regulation, energy production and utilization. Prerequisites: BCH 252 and CHM 224. Laboratory (BCH 353) must be taken concurrently by biochemistry majors; optional for others. **{N}** 3 credits
David Bickar
Offered Fall 2001, Fall 2002

BCH 353 Biochemistry II Laboratory
Investigations of biochemical systems using experimental techniques in current biochemical research. Emphasis is on independent experimental design and execution. BCH 352 is a prerequisite or must be taken concurrently. **{N}** 2 credits
Veronique Vouille
Offered Fall 2001, Fall 2002

HSC 211 Perspectives in the History of Science
At the Intersection of Art and Science: The History of Art Conservation
This course examines the history of art conservation and the increasing utilization of modern chemistry and instrumentation in the treatment of art objects. Through case studies of art works in diverse media, we will trace the gradual shift from

the artisan restorer to the contemporary conservator who uses powerful analytical techniques to test objects for developing treatment processes and documents the techniques, methods and materials used. The use of increasingly sophisticated instrumentation including spectroscopy, chromatography, and microscopy to analyze the art of the past will be investigated along with the impact of science on the philosophy of conservation. Can conservation ever be truly objective, or must there always be an artistic subjective component? Guest speakers will include conservators who will explain how science plays a role in their work. The practical component of the course will involve demonstrations of selected techniques and instruments. **{A/H/N}** 4 credits
Lalé Burk and David Dempsey
Offered Spring 2002

400 Special Studies
1 to 4 credits as assigned
Offered both semesters each year

The Major

Advisers: Members of the department.

Adviser for Study Abroad: Virginia White.

Students planning graduate study in chemistry are advised to include PHY 115 and 116 and MTH 212 or 211 in their programs of study. A major program that includes these courses and additional laboratory experience in the form of either (a) two semesters of research (400, 430, or 432), or (b) one semester of research and one elective course with laboratory, or (c) three elective courses with laboratory meets the requirements of the American Chemical Society for eligibility for professional standing.

Required courses: 111, 222, 223, 224, 226, 331, 332, 347, 363, and a further 6 credits in chemistry, toward which 4 credits from the research courses 400, 430, or 432 may be counted. Courses fulfilling the major requirements may not be taken with the S/U option.

The Minor

Advisers: Members of the department.

The specified required courses constitute a four-semester introduction to chemistry. The semesters are sequential, giving a structured development of chemical concepts and a progressive presentation of chemical information. Completion of the minor with at least one additional course at the intermediate or advanced level affords the opportunity to explore a particular area in greater depth.

Required courses: 23 credits in chemistry that must include 111, 222, 223, and 224. Special Studies 400 normally may not be used to meet the requirements of the minor. Courses fulfilling the minor requirement may not be taken with the S/U option.

Honors

Director: Kate Queeney

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

An individual investigation pursued throughout the senior year.

Requirements: the same as those for the major, with the addition of a thesis and an oral examination in the area of the thesis.

Classical Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[1] Justina Winston Gregory, Ph.D.
†[1] Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Associate Professors
†[2] Nancy J. Shumate, Ph.D
Scott A. Bradbury, Ph.D, *Chair*

Assistant Professor
Charles McNelis, Ph.D.

Lecturer
Maureen Ryan, Ph.D.

Majors are offered in Greek, Latin, classics, and classical studies. Qualified students in these majors have the opportunity of a semester's study at the Intercollegiate Center for Classical Studies in Rome.

Students planning to major in classics are advised to take relevant courses in other departments, such as art, English, history, philosophy, and modern foreign languages.

Students who receive scores of 4 and 5 on the Advanced Placement test in Virgil may not apply that credit toward the degree if they complete LAT 213 for credit.

Credit is not granted for the first semester only of an introductory language course.

Greek

GRK 100d Elementary Greek
A year-long course that will include both the fundamentals of grammar and, in the second semester, selected readings. **{F}** 8 credits
Scott Bradbury
Full-year course; offered each year

GRK 212 Attic Prose and Drama
Prerequisite: 100d. **{L/F}** 4 credits
Justina Gregory
Offered Fall 2001, Fall 2002

GRK 213 Homer, Iliad or Odyssey
Prerequisite: 212 or permission of the instructor. **{L/F}** 4 credits
Charles McNelis
Offered Spring 2002, Spring 2003

GRK 310 Advanced Readings in Greek Literature
Authors read in GRK 310 vary from year to year, but they are generally chosen from a list including Plato, Homer, Aristophanes, lyric poets, tragedians, historians and orators, depending on the interests and needs of the students. GRK 310 may be repeated for credit, provided that the topic is not the same. Prerequisite: GRK 213 or permission of the instructor. **{L/F}**

Aeschylus and Herodotus: Athens, the Savior of Greece
A study of how two fifth-century authors, a tragedian and a historian, viewed the wars against Persia that were to transform Athens into an imperial power.
4 credits
Charles McNelis
Offered: Fall 2001

GRK 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Greek.

4 credits
Offered both semesters each year

Graduate

GRK 580 Studies in Greek Literature
This will ordinarily be an enriched version of the 300-level course currently offered.
4 credits
Offered both semesters each year

Adviser for Graduate Study: Scott Bradbury.

See also REL 287: Greek Religious Texts.

Latin

LAT 100d Elementary Latin
Fundamentals of grammar, with selected readings from Latin authors in the second semester.
{F} 8 credits
Maureen Ryan, Charles McNelis
Full -year course; offered each year

LAT 212 Introduction to Latin Prose and Poetry
Practice and improvement of reading skills through the study of a selection of texts in prose and verse. Systematic review of fundamentals of grammar. Prerequisite: LAT 100d, or the equivalent. **{L/F}** 4 credits
Nancy Shumate
Offered Fall 2001, Fall 2002

LAT 213 Introduction to Virgil's Aeneid
Prerequisite: 212 or permission of the instructor.
{L/F} 4 credits
Scott Bradbury
Offered Spring 2002, Spring 2003

LAT 330 Advanced Readings in Latin Literature
Authors read in LAT 330 vary from year to year, but they are generally chosen from a list including epic and lyric poets, historians, orators, comedians and novelists, depending on the interests and needs of students. LAT 330 may be repeated for credit, provided that the topic is not the same. Prerequisite: Two courses at the 200-level or permission of the instructor. **{L/F}** 4 credits

The Poetry of Ovid
A study of Ovid's development as a poet and his relation to Roman literary tradition against the backdrop of the Augustan political and social milieu. Readings selected from the *Amores, Heroides, Ars Amatoria,* and *Metamorphoses*. Prerequisite: a 200-level course in Latin or the equivalent.
Maureen Ryan
Offered Fall 2001

The Age of Nero
A study of the literary culture of the court of Nero through readings from Tacitus' *Annals*, Petronius' *Satyricon*, Lucan's *De Bello Civili*, and Seneca's *Letters*. Attention to the social and political background, and to the aesthetic sensibilities that distinguish this period from the Augustan Age.
Nancy Shumate
Offered: Spring 2002

LAT 404 Special Studies
Admission by permission of the department, for majors and honors students who have had four advanced courses in Latin. 4 credits
Offered both semesters each year

Graduate

LAT 580 Studies in Latin Literature
This will ordinarily be an enriched version of the 300-level courses currently offered.
4 credits
Offered both semesters each year

Adviser for Graduate Study: Nancy Shumate.

Classics in Translation

CLS 227 Classical Mythology
The principal myths as they appear in Greek and Roman literature, seen against the background of ancient culture and religion. Focus on creation myths, the structure and function of the Olympian pantheon, the Troy cycle and artistic paradigms of the hero. Some attentionto modern retellings and

artistic representations of ancient myth. **{L/A}** 4 credits
Scott Bradbury
Offered Fall 2001, Fall 2002

CLS 233 Gender and Sexuality in Greco-Roman Culture
The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. **{L/H}** 4 credits
Nancy Shumate
Offered Spring 2002

CLS 234 Rites of Passage
How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and twentieth century Europe and North America, including Homer, the *Homeric Hymn to Demeter*, Alcman's *Parthenеion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. **{L}** 4 credits
Justina Gregory
Offered Fall 2001

CLS 235 Life and Literature in Ancient Rome
A study of the literature of Ancient Rome from its legendary beginnings to the triumph of Christianity. Emphasis on how literary culture intersects with its social and historical context. Topics will include: popular entertainment; literature as propaganda; Roman virtues—and vices; the Romans in love. **{L}** 4 credits
Maureen Ryan
Offered Spring 2002

Cross-listed and Interdepartmental Courses

None currently listed.

The Major in Greek, Latin, or Classics

Advisers: Members of the department.

Adviser for Study Abroad: Scott Bradbury.

Basis: in Greek, 100d; in Latin, 100d or 111; in classics, Greek 100d and Latin 100d or 111.

Requirements: in Greek, eight 4-credit courses in the language in addition to the basis; in Latin, eight 4-credit courses in the language in addition to the basis; in classics, eight 4-credit courses in the languages in addition to the basis and including not fewer than two in each language.

The Major in Classical Studies

Advisers: Members of the department.

Basis: GRK 100d or LAT 100d or 111 (or the equivalent). Competence in both Greek and Latin is strongly recommended.

Requirements: nine semester courses in addition to the basis. Four chosen from GRK (200-level or above) or LAT (200-level or above); at least two from classics in translation (CLS); and at least two appropriate courses in archaeology (ARC), art history (ARH), education (EDC), government (GOV), ancient history (HST), philosophy (PHI), and/or religion (REL), chosen in accordance with the interests of the student and in consultation with the adviser. With the approval of the adviser courses in other departments and programs may count toward the major.

The Minor in Greek

Advisers: Members of the department.

Requirements: six four-credit courses, of which at least four must be courses in the Greek language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Greek history, Greek art, ancient philosophy, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Latin

Advisers: Members of the department.

Requirements: six four-credit courses, of which at least four must be courses in the Latin language and at least three must be at or above the 200 (intermediate) level. The remaining courses may be chosen from Roman history, Roman art, ancient political theory, ancient religion, or classics in translation. At least one course must be chosen from this category.

The Minor in Classics

Advisers: Members of the department.

Requirements: six 4-credit courses in Greek or Latin languages and literatures at or above the level of 212, including not fewer than two in each language. One of these six courses may be replaced by a course related to classical antiquity offered either within or outside the department, and taken with the department's prior approval.

Honors in Greek, Latin, Classics, or Classical Studies

Director: Nancy Shumate.

430d Thesis
8 credits
Full-year course; offered each year

Requirements: the same as those for the major, with the addition of a thesis, to be written over the course of two semesters, and an examination in the general area of the thesis.

Greek, Latin, or Classics

Graduate

590d Research and Thesis
8 credits
Full-year course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

Comparative Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Ann Rosalind Jones, Ph.D. (Comparative Literature), Director

Professors

**[1] David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)

*[2] Maria Banerjee, Ph.D. (Russian Language and Literature)

Elizabeth Harries, Ph.D. (English Language and Literature and Comparative Literature)

*[1] Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)

†[1], §[2] Thalia Alexandra Pandiri, Ph.D. (Classical Languages and Literatures and Comparative Literature)

Janie Vanpée, Ph.D. (French Language and Literature)

Associate Professors

*[2] Craig R. Davis, Ph.D. (English Language and Literature)

*[1] Anna Botta, Ph.D. (Italian Language and Literature)

†[2] Reyes Lázaro, Ph.D. (Spanish and Portuguese)

Assistant Professors

Luc Gilleman, Ph.D. (English Language and Literature)

Eric Graf, Ph.D. (Spanish and Portuguese)

†[1] Ambreen Hai, Ph.D. (English Language and Literature)

†[1] Sabina Knight, Ph.D. (East Asian Languages and Literatures)

Paula Varsano, Ph.D. (East Asian Languages and Literatures)

Katwiwa Mule, Ph.D. (Comparative Literature)

Lecturers

Margaret Bruzelius, Ph.D. (Comparative Literature)

Ron D.K. Banerjee, Ph.D.

A comparative study of literature in two languages, one of which may be English.

GLT 291 Western Classics in Translation, from Homer to Dante

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Prerequisite: 291.

(See p. 361.) An interdepartmental course, GLT 291 is a requirement for the major. Students interested in comparative literature should take it as early as possible. First-year students eligible for advanced placement in English by virtue of an AP score of 4 or 5 and first-year students with a SAT or English achievement score of 710 are encouraged to register for GLT 291.

Comparative literature courses are not open to first-year students (except with the permission of the instructor). After the first year all 200-level courses are open to all students unless otherwise specified. Courses at the 300 level require at least one 200-level literature course, or permission of the instructor.

In all Comparative Literature courses, readings and discussion are in English, but students are encouraged to read works in the original language whenever they are able.

Genre

235 Fairy Tales and Gender
A study of the literary fairy tale in Europe from the 1690s to the 1990s, with emphasis on the ways women have written, rewritten, and transformed them. Some attention to oral storytelling and to related stories in other cultures. Writers will include Aulnoy, Perrault, le Prince de Beaumont, the Grimms, Andersen, Christina Rossetti, Angela Carter, Sexton, Broumas. Prerequisite: at least one college-level course in literature. Not open to first-year students. **{L}** 4 credits
Elizabeth Harries
Offered Spring 2002

EAL 235 How Poems Mean in China and the West
"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least three thousand years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) **{L}** 4 credits
Paula Varsano
Offered Spring 2002

237 Travellers' Tales
How do we describe the places we visit? How do both guidebooks and the reports of earlier travellers structure the journeys we take ourselves? Can we ever come to know the "real Italy," the "real India," or do those descriptions finally provide only metaphors for the self? A study of classic travel narratives by such writers as Calvino, Twain, Goethe, Stendhal, Henry James, Mary McCarthy, V.S. Naipaul, Roland Barthes, Bruce Chatwin, and others. **{L}** 4 credits
Michael Gorra
Offered Fall 2001

243 Comedy and Romance
The course examines a play by Aristophanes, two Latin plays of the New Comedy by Plautus and Terence, three Sanskrit plays by Bhasa, Sudraka and Kalidasa and two plays by Shakespeare in their distinct cultural and theoretical matrices, which shape their use of dramatic and moral conventions, imagery and symbolism as well as their attitudes toward time. **{L}** (E) 4 credits
Ron D.K. Banerjee
Offered Fall 2001

267 African Women's Drama
This course will examine how African women playwrights use drama to confront the realities of women's lives in contemporary Africa. We will consider the following questions: What is the specificity of the vision unveiled in African women's drama? How do the playwrights use drama to mock rigid power structures and confront crisis, instability and cultural expression in postcolonial Africa? How and for what purposes do they interweave the various aspects of performance in African oral traditions with elements of European drama? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo's *Anowa*, Osonye Tess Onwueme's *Tell It to Women: An Epic Drama for Women*, and Penina Mlama's *Nguzo Mama (Mother Pillar)*. (E) **{L}** 4 credits
Katwiwa Mule
Offered Fall 2001

305 Studies in the Novel
{L} 4 credits

Novels About Novels
A study of early and late "metafictions," short stories and novels that call attention to their status as invented narratives. The text as literary voyage and mutating artifact, the writer as character: liar, clown, lunatic, editor, hidden parodist, mysterious androgyne. Texts by Lucian, Sterne, Nabokov, Drabble, Calvino and Winterson.
Ann Jones
Offered Fall 2001

The Making of the African Novel
The novel in Africa is a late 20th-century phenomenon and, some critics have asserted, the most

alien of all literary forms to African cultures. Yet in the hands of African writers this foreign genre has been widely used to contest colonial discourses and resist postcolonial decay, as its writers attempt to will new African realities into being. Examining thematic, ideological and stylistic changes in the novel of Africa, we will study its origins (why does its rise coincide with the demise of colonialism?), what it brings with it from its European history, and its indebtedness to both written European and oral African traditions. Writers will include Western and African theorists of the novel, such as Mikhail Bakhtin, Eustace Palmer and Nancy Armstrong, and novelists including Chinua Achebe, Nawal el Saadawi, Ngugi wa Thiong'o, Sembene Ousmane, Mariama Bâ, and Calixthe Beyala.
Katwiwa Mule
Offered Spring 2002

315 The Feminist Novel in Africa
We will examine how novels written by African women in post-independence Africa deal with the legacy of colonialism, cultural changes, and national reconstruction as they affect African women. Do African women's narratives treat gender in a self-conscious and oppositional way? How does the novel, in their hands, interweave African and Western narrative forms and for what purpose? Texts will include Ama Ata Aidoo's *Changes: A Love Story*, Buchi Emecheta's *The Joys of Motherhood*, Mariama Bâ's *Scarlet Song*, and Nawal el Saadawi's *Two Women in One*, and theoretical essays by contemporary African feminist theorists such as Obioma Nnaemeka, Molara Ogundipe-Leslie and Carole Boyce Davies. **{L}** 4 credits
Katwiwa Mule
Offered Spring 2002

368 The Play of Ideas
Close textual study of modern Continental plays that deal with violence as a destructive and transformative force in history. Manifestoes and theories about the subversiveness of art and its complicity with the status quo, writing as private and social act, purposes of drama as imaginative transgression and social responsibility. Topics include the French Revolution and the Holocaust; plays by Peter Weiss, Elfride Jelinek, Dario Fo, and Vaclav Havel; essays by Sartre, Artaud, Bataille, and Sue-Ellen Case. **{L}** 4 credits
Luc Gilleman
Offered Spring 2002

Period/Movement

205 Twentieth-Century Literatures of Africa
An introduction to the major genres and writers of modern Africa. Novels, short stories, drama and epics from every region of Africa, focusing on the way in which they draw upon traditional oral cultures, confront over a century of European colonialism on the continent, and represent contemporary postcolonial realities. Texts, some written in English and others translated from French and such African languages as Swahili and Songhay, will include Achebe's *Things Fall Apart*, Ngugi's *The River Between*, Bessie Head's *Maru*, Mariama Bâ's *So Long A Letter*, Soyinka's *Death and the King's Horseman*, and *The Epic of Askia Mohammed recounted by Nohou Malio.* (E) **{L}** 4 credits
Katwiwa Mule
Offered Fall 2001

229 The Renaissance Gender Debate
In "La Querelle des Femmes" medieval and Renaissance writers (1350–1650) took on misogynist ideas from the ancient world and early Christianity: woman as failed man, irrational animal, fallen Eve. Writers debated women's sexuality (insatiable or purer than men's?), marriage (the hell of nagging wives or the highest Christian state?), women's souls (nonexistent or subtler than men's?), and female education (a waste of time or a social necessity?). Brief study of the social and cultural changes fuelling the polemic; analysis of the many literary forms it took, from Chaucer's Wife of Bath to Shakespeare's *Taming of the Shrew*, women scholars' dialogues, and pamphlets from the popular press. Some attention to the battle of the sexes in the visual arts. Recommended: a previous course in classics, medieval or Renaissance studies or women's studies. **{L}** 4 credits
Ann Jones
Offered Fall 2001

277 Language, Lineage and Locus: The Jewish Writer in the 20th Century
What is modern Jewish literature? Jews in Europe, America and Israel have answered in a variety of ways and in a variety of languages. Special attention to the relation of language, place and time to artistic strategy and to the tension between personal, national, and universal perspectives in narrative. Authors include Sholem Aleichem, Isaac Babel, Franz Kafka, Henry Roth, Shmuel Yosef Agnon, Anne Frank, Primo Levi, Saul Bellow, Cynthia Ozick and A.B. Yehoshua. **{L}** 4 credits
Justin Cammy
Offered Fall 2001

Special Topics

ENG 211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **{L}** 4 credits
Douglas Patey
Offered Spring 2002

220 Colloquium: Imagining Language
We will think about the links between words and things as philosophers and artists have imagined them. Reading largely pre–20th-century theories of language by Plato, St. Augustine, Locke, Condillac, Freud and others, we will pair each of these thinkers with 20th-century artists (poets, book makers, prose writers) who meditate in their work on the same questions of language. Short exercises (anagrams, rebuses, alphabet poems, portmanteau words) will be an integral part of the course. **{L}** 4 credits
Margaret Bruzelius
Offered Fall 2001

CLS 233 Gender and Sexuality in Greco-Roman Culture
The construction of gender, sexuality, and erotic experience is one of the major sites of difference between Greco-Roman culture and our own. What constituted a proper man and a proper woman in these ancient societies? Which sexual practices and objects of desire were socially sanctioned and which considered deviant? What ancient modes of thinking about these issues have persisted into the modern world? Attention to the status of women; the role of social class; the ways in which genre and convention shaped representation; the relationship between representation and reality. **{L/H}** 4 credits
Nancy Shumate
Offered Spring 2002

CLS 234 Rites of Passage
How does the literature of early and late Western culture represent the passage to adulthood of young women and young men? What are the myths, rituals, images and metaphors associated with this passage, and how do poets and novelists exploit and expand generic conventions to construct narratives of transition? Readings from archaic and classical Greece and 20th-century Europe and North America, including Homer, the *Homeric Hymn to Demeter*, Alcman's *Partheneion*, Sappho, selected Greek tragedies, Alain-Fournier, Thomas Mann, Willa Cather, Elizabeth Bowen, Philip Larkin. **{L}** 4 credits
Justina Gregory
Offered Fall 2001

RUS 239 Major Russian Writers
Topic: Women's Memoirs and Autobiographical Writings in Russia. A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th centuries. The course will focus on issues on gender, class, race, and disguise, among others. Authors to include Ekaterina Dashkova, Nadezhda Durova, Marina Tsvetaeva, Evgenia Ginzburg, and Yelena Khanga. (E) **{L}** 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2001

EAL 245 Writing the "Other" In Modern Japanese Literature
A study of representations of "foreign" cultures in Japanese literary and cinematic production of Japan's modern period, from the mid 19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of "Others?" How are categories of race, gender, nationality, class and sexuality used in the construction of "Otherness?" We will consider the development of modern Japanese national and individual identities as well as explore issues of travel, colonialism, immigration, and military occupation. Assigned texts include literary works by Natsume Sôseki, Tanizaki Jun'ichirô, and Hayashi Fumiko as well as critical pieces by Edward Said, bell hooks, Lisa Lowe, and others. Taught in English, with no knowledge of Japanese required. **{L}** 4 credits
Kimberly Kono
Offered Spring 2002

251 Portraits of the Artist
Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut, Goethe, Mörike, Wagner, Ibsen, Thomas Mann, Kafka, Shaffer, Osborne, and others. Prerequisite: one literature course at the 200 level, or permission of the instructor. **{L/A}** 4 credits
Jocelyne Kolb
Offered Spring 2002

JUD 260 Colloquium: Between Two Worlds: Modern Yiddish Literature
Works in English translation from Poland, Russia and the United States. Topics include the fictional universe of the shtetl; dybbuks, golems and demons; the shlemiel; the sexual politics of Yiddish; immigrant visions of America; the Holocaust; and the modern crisis of faith. Classic works by Mendele Mokher Sforim, Sholem Aleichem and Peretz; dramas by Asch, Ansky and Leivik; poems by Glatstein, Halpern, Margolin and Sutzkever; and fiction by Grade and Singer. **{L}** 4 credits
Justin Cammy
Offered Spring 2002

268 Latina and Latin American Women Writers
This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality, and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits
Nancy Sternbach
Offered Spring 2002

272 Women Writing: 20th-Century Fiction
A study of the pleasures and politics of fiction by women from English-speaking and French-speaking cultures. How do women writers engage, subvert, and/or resist dominant meanings of gender, sexuality, race and ethnicity and create new narrative spaces? Who speaks for whom? How does the reader participate in making meaning(s)? How do different theoretical perspectives (feminist, lesbian, queer, psychoanalytic, postcolonial, postmodern) change the way we read? Writers such as Woolf, Colette, Schwarz-Bart, Morrison, Duras, Rule, Kingston, and Winterson. Not open to first-year students. **{L/H}** 4 credits
Marilyn Schuster
Offered Fall 2001

279 Women Writers of the Middle Ages
This course provides an introduction to the major women authors of the Middle Ages, translated from medieval Latin, English, French, and Occitan, and spanning the 10th to the 15th centuries. Genres represented include love letters, *lais*, lyric poetry, liturgical poetry and drama, mystical meditations, and spiritual autobiography. A final segment focuses on Christine de Pizan, an author renowned for her revisionist accounts of mythology and history in favor of women. Recommended for students who have taken a 200-level course in literature or a course in some aspect of medieval culture. **{L}** 4 credits
Nancy Bradbury and Eglal Doss-Quinby
Offered Spring 2002

288 Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
We will analyze the ways Edith Wharton, Colette, and Elizabeth von Amim depict domestic discord—loss, rage, and depression—through local landscapes and domestic spaces: houses, rooms and gardens. Texts will include Wharton's essays on landscape and domestic design, and novels, short stories, letters, and autobiographical writings by all three authors. **{L}** 4 credits
Anne Leone
Offered Spring 2002

333 Poetry and Madness
The deep source of poetry has long been identified with abnormal mental states, although some poets have refuted this view. Our course will study the writings of poets who explored various forms of mental illness, used it in their work, or suffered through it. We will try to grasp the relationship of their "illness" (if that's what it was) to their work. Does that "illness" add to the value of the poetry? Detract from it? Or doesn't it matter? Readings include texts by such poets as Cowper, Clare, Hölderlin, Baudelaire, Rimbaud, Michaux, Sexton. **{L}** 4 credits
David Ball
Offered Fall 2001

ITL 340 Seminar: The Theory and Practice of Translation
This is a course for advanced students of Italian with strong English language skills. Close readings and translations into English of a variety of modern Italian writers and poets: Morante, Ginzburg, Anna Banti, Montale, Eco, Tabucchi, Maraini, Calvino and others. Extensive practice in translating with some theory. Consideration of the renderings into Italian by such famous writers as Pavese and Vittorini and exploration of the recent theory of "hidden translators," said to be women working for the famous translators. During the second half of the semester students will select a work for independent translation as the major component of their portfolio of translated work. Professional translator, writers whose work has been translated, and researchers in the field of artificial intelligence will be invited to share their experience with the class. Permission of the instructor(s) required. (E) **{L/F}** 4 credits
Victoria Poletto, Giovanna Bellesia
Offered Spring 2002

367 Imagined Homes: Literary Interpretations of the National Question
This course will analyze the works of 20th-century writers who belong to national or ethnic communities struggling to constitute, maintain, or defend a national identity against a dominant culture and language. We will read works by Irish (both from the Republic of Ireland and from Ulster), Basque, Catalan, Puerto Rican, and Palestinian authors whose attitudes toward their involvement in the national project differ greatly. Common thematic concerns which will be stressed are the depiction of Home, the relationship with the dominant culture, violence, and the conflict between language and traditions. We will pay special attention to the gender assumptions underlying the national discourse, as well as to the reconsideration of traditional perceptions of the nation which the reality of diaspora required. **{L/H}** 4 credits
To be announced
Offered Fall 2002

Critical Theory and Method

293 Writings and Rewritings: Contexts, Migrations Theory
A study of how literary texts written in a particular historical and cultural moment are revised and transformed in new geographies, ideological frameworks, and art forms. To clarify these processes, introductory readings in literary theory will also be part of the course. Prerequisite: GLT 291. Topic for 2002: Shakespeare's *Tempest* in the drama, essays, fiction, poetry and film of the Americas, Africa and the Caribbean. **{L}** 4 credits
Ann Jones and Katwiwa Mule
Offered Spring 2002

300 Contemporary Literary Theory
The interpretation of literary and other cultural texts by psychoanalytic, Marxist, structuralist and post-structuralist critics. Emphasis on the theory as well as the practice of these methods: their assumptions about writing and reading and about literature as a cultural formation. Readings include

Freud, Lacan, Barthes, Derrida and Foucault. Enrollment limited to 25. {L} 4 credits
Janie Vanpée
Offered Fall 2001

340 Problems in Literary Theory
A final seminar required of senior majors, designed to explore one broad issue (e.g., postcolonial texts and theory, Magical Realism worldwide, self-portraiture and gender) defined at the end of the fall semester by the students themselves. Prerequisites: GLT 291 and CLT 300, or permission of the instructor. {L} 4 credits
Ann Jones
Offered Spring 2002

404 Special Studies
Admission by permission of the instructor and director.
4 credits
Offered both semesters each year

The Major

Before entering the major, the student must prove her proficiency by completing a course in the foreign language or languages of her choice at the level of GER 225, GRK 212, ITL 250, LAT 212, RUS 338, SPN 250 or SLL 260, or FRN 230, 253 or 254. FRN 260 may be counted as one of the three advanced courses in literature required for the comparative literature major. If a student has not demonstrated her proficiency in courses at Smith College, it will be judged by the department concerned.

Requirements: 13 semester courses as follows:
1. three comparative literature courses: one must deal with a period or movement, one with a genre, and one with a special topic. Only courses with a primary or cross-listing in Comparative Literature count as comparative literature courses;
2. three appropriately advanced courses, approved by the major adviser, in each of the literatures of two languages, one of which may be English. If a student takes both terms of a year-long literary survey in a foreign language (e.g., FRN 253, 254), she may count the second term as an advanced literature course. No foreign literature course in which the reading is assigned in English translation may be counted toward the comparative literature major;
3. GLT 291, CLT 293, CLT 300, CLT 340. (Note: GLT 291 is a prerequisite for 293 and 340 and should be taken as early as possible.)

Honors

Requirements: the same as those for the major, with the addition of a thesis (430d), to be written in both semesters of the senior year. The first draft will be due on the first day of the second semester and will be commented on by both the adviser and the second reader. The final draft will be due on April 1, to be followed later in April by an oral presentation and discussion of the thesis.

Director: Maria Banerjee.

430d Thesis
8 credits
Full-year course; offered each year

Director of Study Abroad: Ann Jones

Computer Science

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†1 Michael O. Albertson, Ph.D., (Mathematics)
**1 Joseph O'Rourke, Ph.D.

Associate Professors
Merrie Bergmann, Ph.D.
§1 Dominique F. Thiébaut, Ph.D.
†2 Ileana Streinu, Ph.D., *Chair*

Assistant Professor
Judy Franklin, Ph.D.

Visiting Assistant Professor
Richard Weiss, Ph.D.

Instructor
Nicholas Howe, M.S.

Visiting Lecturer
Bernd Page, Ph.D. (Hamburg Exchange)

Four computer science courses have no prerequisites. These are CSC 102 (How The Internet Works), CSC 104 (Issues in Artificial Intelligence), CSC 111 (Computer Science I), and CSC 294 (Introduction to Computational Linguistics). Students who contemplate a major in computer science should consult with a major adviser early in their college career.

102 How The Internet Works
An introduction to the structure, design, and operation of the Internet, including the electronic and physical structure of networks; how e-mail and Web browsers work, domain names, mail and file transfer protocols, encoding and compression of both text and graphics, http and HTML, the design of Web pages, and the operation of search engines. Both history and societal implications are explored. Prerequisite: basic familiarity with word processing. Enrollment limited to 50 (25 per section). The course will meet for the first half of the semester only. **{M}** 2 credits
Joseph O'Rourke, Fall 2001
Nicholas Howe, Spring 2002
Offered both semesters each year

103 How Computers Work
An introduction to how computers work, using microcomputers and UNIX machines as examples. The goal of the course is to provide students with a broad understanding of computer hardware, software, and operating systems. Topics include the history of computers; logic circuits; major hardware components and their design, including processors, memory, disks, and video monitors; programming languages and their role in developing applications; and operating system functions, including file system support and multitasking, multiprogramming, and timesharing. Weekly labs give hands-on experience. Prerequisite: basic familiarity with work processing. Enrollment limited to 50 (25 per section). **{M}** 2 credits
Nicholas Howe
Offered second half of Spring 2002

104 Issues in Artificial Intelligence
A half-semester introduction to several current issues in the area of Artificial Intelligence: intelligent behavior vs. rational thought: the Turing Test and game programs; 2) learning and discovery: symbolic and numeric; 3) embodied intelligence: new directions robotics. Prerequisites: fluency with computers, including basic Web searching skills. Four years of high school mathematics recommended. (E) **{M}** 2 credits
Joseph O'Rourke
Offered second half of Fall 2001

111 Computer Science I
Introduction to a block-structured high-level programming language. Will cover language syntax and use the language to teach program design, coding, debugging, testing, and documentation. Procedural and data abstraction are introduced. An introduction to further studies in computer science will be provided by members of the department. Enrollment limited to 60; 20 per lab section. **{M}** 4 credits
Judy Franklin, Merrie Bergmann, Fall 2001
Richard Weiss, Spring 2002
Offered both semesters each year

112 Computer Science II
Elementary data structures (linked lists, stacks, queues, trees) and algorithms (searching, sorting) are covered, including a study of recursion and the object-oriented programming paradigm. The language of instruction is C++. The programming goals of portability, efficiency and data abstraction are emphasized. Prerequisite: 111 or equivalent. Enrollment limited to 30. **{M}** 4 credits
Ileana Streinu
Offered both semesters each year

220 Advanced Programming Techniques
Object-oriented programming in Java, Graphical User Interfaces, tools for software development. Basic principles of software engineering. Students will see a large programming project through from design to code-writing to testing to documentation and release. Prerequisite: 112. **{M}** 4 credits
Bernd Page
Offered Fall 2001

231 Microcomputers and Assembly Language
An introduction to the architecture of 80x86 PCS, and to assembly language programming. Prerequisite: 112 or permission of the instructor. **{M}** 4 credits
Richard Weiss
Offered Fall 2001

250 Foundations of Computer Science
Automata and finite state machines, regular sets and regular languages; push-down automata and context-free languages; computability and Turing machines. Prerequisites: 111 and MTH 153. **{M}** 4 credits
To be announced
Offered Fall 2001

262 Introduction to Operating Systems
An introduction to the functions of an operating system and their underlying implementation. Topics include file systems, CPU and memory management, concurrent communicating processes, deadlock, and access and protection issues. Programming projects will implement and explore algorithms related to several of these topics. Prerequisite: 231. **{M}** 4 credits
Richard Weiss
Offered Spring 2002

270 Digital Circuits and Computer Systems
This class introduces the operation of logic and sequential circuits. We explore basic logic gates (and, or, nand, nor), counters, flip-flops, decoders, and the more sophisticated circuits found in microprocessor systems. Students have the opportunity to design and implement digital circuits during a weekly lab. Prerequisite: 231. Enrollment limited to 12. **{M}** 4 credits
Judy Franklin
Offered Spring 2002

274 Computational Geometry
Explores the design and analysis of data structures and algorithms for solving geometric problems, with applications to robotics, pattern recognition, and computer graphics. Topics include polygon partitioning, convex hulls, Voronoi diagrams, arrangements of lines, geometric searching, and motion planning. Students will have a choice between writing several programs, or exploring theoretical questions. Prerequisites: MTH 153, and either 112 or MTH 211. **{M}** 4 credits
Joseph O'Rourke
Offered Fall 2001

280 Topics in Programming Languages
History and evolution of programming languages. Language syntax, compilers, interpreters, variable binding, semantic models. Functional, object-oriented, and logic programming. Assignments in a variety of languages, including LISP, Prolog, and an object-oriented language such as Smalltalk.

Prerequisites: 112, 250. {M} 4 credits
Nicholas Howe
Offered Spring 2002

290 Introduction to Artificial Intelligence
An introduction to artificial intelligence including an introduction to artificial intelligence programming. Topics covered may include: game playing and search strategies; theorem proving; knowledge representation, logic, and reasoning; machine learning; natural language understanding; neural networks; genetic algorithms; philosophical issues. Prerequisite: 112. {M} 4 credits
Merrie Bergmann
Offered Fall 2001

330 Topics in Database Systems
The relational model. Query languages, with emphasis on SQL. Applications in Access and Oracle. Implementation issues: file and storage structures, indexes, B+tress and hashing. Crash recovery, concurrency control, security. Prerequisites: 112 and 231, or permission of the instructor. {M} 4 credits
To be announced
Offered Fall 2001

353 Seminar in Robotics
A seminar introduction to Robotics. Topics include basic mechanics and electronics, sensors, configuration space, motion planning, robot navigation, dealing with uncertainty, behavior-based robotics, learning and self-reconfiguring robots. Projects will consist of programming existing and student-built robots using the programming language C. Prerequisites: CSC 112, 231, Calculus, Discrete Math or permission of the instructor. (E) {M} 4 credits
Ileana Streinu
Offered Fall 2001

364 Computer Architecture
Offers an introduction to the components present inside computers, and is intended for students who wish to understand how the different components of a computer work and how they interconnect. The goal of the class is to present as completely as possible the nature and characteristics of modern-day computers. Topics covered include the interconnection structures inside a computer, internal and external memories, hardware supporting input and output operations, computer arithmetic and floating point operations, the design of and issues related to the instruction set, architecture of the processor, pipelining, microcoding, and multiprocessors. Prerequisites: 270, or 231 and permission of the instructor. {M} 4 credits
Judy Franklin
Offered Spring 2002

390 Seminar in Artificial Intelligence
Artificial Intelligence and Information Retrieval.
Will study the application of artificial intelligence techniques to information retrieval problems, with a special focus on the contributions of natural language understanding technologies. Prerequisite: 290 or permission of the instructor. {M} 4 credits
Merrie Bergmann
Offered Spring 2002

Cross-listed and Interdepartmental Courses

MTH 270 Introduction to Numerical Methods

400 Special Studies
For majors, by arrangement with a computer science faculty member.
Variable credit as assigned
Offered both semesters each year

The Major

Advisers: Merrie Bergmann, Judy Franklin, Ileana Streinu.

Requirements: At least 11 semester courses (44 credits) including:

1. 111, 112, 231, 250;
2. a. One of MTH 111, MTH 112, MTH 114;
   b. MTH 153;
   c. One 200-level or higher math course,
   (MTH 125 may replace the requirements of 2a and 2b.)
3. At least one of 252, 274, 280;

4. At least one of 262, 270;
5. At least one 300-level course;
6. At least one additional CSC course beyond the 100-level.

The Minor

Students may minor in computer science by fulfilling the requirements for one of the following concentrations or by designing, with department approval, their own sequence of six courses, which must include 111 and 112, and one 300-level course.

1. Systems (six courses)

Adviser: Judy Franklin.

This minor is appropriate for a student with a strong interest in computer systems and computer software.

Required courses:

111	Computer Science I
112	Computer Science II
220	Advanced Programming Techniques
231	Microcomputers and Assembly Language
262	Introduction to Operating Systems

One of:

330	Topics in Database Systems
350	Seminar in Computer Networks

2. Computer Science and Language (six courses)

Adviser: Merrie Bergmann.

The goal of this minor is to provide the student with an understanding of the use of language as a means of communication between human beings and computers.

Required courses:

111	Computer Science I
112	Computer Science II
250	Foundations of Computer Science

Two of:

280	Topics in Programming Languages
290	Introduction to Artificial Intelligence
294	Computational Linguistics

One of:

390	Seminar in Artificial Intelligence
394	Introduction to Translators and Compiler Design

3. Mathematical Foundations of Computer Science (six courses)

Adviser: Ileana Streinu.

Theoretical computer science and discrete mathematics are inseparable. The unifying feature of this minor is the study of algorithms, from the points of view of both a mathematician and a computer scientist. The study includes proving the correctness of an algorithm, measuring its complexity, and developing the correspondence between the formal mathematical structures and the abstract data structures of computer science.

Required courses:

111	Computer Science I
112	Computer Science II
250	Foundations of Computer Science
252	Algorithms
MTH 253	Combinatorics and Graph Theory
MTH 353	Advanced Topics in Discrete Applied Mathematics

Honors

Directors: Joseph O'Rourke (Fall 2001); Ileana Streinu (Spring 2002).

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Requirements: normally the requirements for the major, with a thesis in the senior year. The specific program will be designed with the approval of the director.

Dance

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Susan Kay Waltner, M.S., *Chair*

Associate Professors
Yvonne Daniel, Ph.D. (Dance and Afro-American Studies)
Rodger Blum, M.F.A.

Visiting Artist
Augusto Soledade, M.F.A.

Five College Lecturers
Billbob Brown, M.A. (Associate Professor, University of Massachusetts)
Jim Coleman, M.F.A. (Professor, Mount Holyoke College)
Ranjana Devi (Lecturer, University of Massachusetts, Fine Arts Center)
Charles Flachs, M.A. (Assistant Professor, Mount Holyoke College)
Rose Flachs (Assistant Professor, Mount Holyoke College)
Terese Freedman, B.A. (Professor, Mount Holyoke College)
Constance Valis Hill, Ph.D. (Five College Visiting Associate Professor, Hampshire College)
Kenneth Lipitz (Lecturer, University of Massachusetts)
Daphne Lowell, M.F.A. (Professor, Hampshire College)
Rebecca Nordstrom, M.F.A. (Professor, Hampshire College)
Peggy Schwartz, M.A. (Professor, University of Massachusetts), Five College Chair
Andrea Watkins, Ph.D. (Professor, University of Massachusetts)
Wendy Woodson, M.A. (Associate Professor, Amherst College)

Principal Pianist/Lecturer
Julius M. Robinson, B.S.

Teaching Fellows
Kiara D. Brown
Megan Frazier
Carol Huncik
Donna Russo
Candice Salyers
Cherie Soule
Christina Tsoules

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange, and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution.

Students should consult the Five College Course lists (specifying times, locations and new course updates) at both the Smith College Dance Office and the Five College Dance Department Office, located at Hampshire College.

Theory Courses

Preregistration for dance theory courses is strongly recommended. Enrollment in dance composition courses is limited to 20 students, and priority is given to seniors and juniors. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited.

Dance Composition: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation, and others.

All Dance Theory Courses: L **{A}** 4 credits

151 Elementary Dance Composition
L **{A}** 4 credits

A. Composition
At AC, UM, Fall 2001

B. Composition
Not offered in 2001–2002

252 Intermediate Dance Composition
Prerequisite: 151. L. **{A}** 4 credits
A. *Rodger Blum,* Fall 2001
Offered Fall 2001, Fall 2002

B. Scripts and Scores
At AC

353 Advanced Dance Composition
Prerequisite: 252 or permission of the instructor. L. **{A}**
4 credits
Rodger Blum, Spring 2002
At UM, Fall 2001
Offered at Smith Spring 2002

171 Dance in the 20th Century
This course presents an overview of dance as a performing art in the 20th century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewing, guest performances, individual research projects, and class discussions, students will explore principles and traditions of 20th century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance, and popular culture dance traditions. L **{A} WI** 4 credits
Susan Waltner
Offered Fall 2001, Fall 2002

241 Scientific Foundations of Dance
An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Enrollment limited to 20. **{A}** 4 credits
At UM, Fall 2001

342 Scientific Foundations of Dance II
A continuation of the scientific aspects of dance, including anatomical identification and terminology, physiological principles, and conditioning/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Prerequisite: 241 or permission of the instructor. Required of all graduate students in Dance. L **{A}** 4 credits
At UM

272 Dance and Culture
Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, religious, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects and dancing. (A prerequisite for Dance 375, Anthropology of Dance). L. **{A}** 4 credits
Yvonne Daniel
Offered Fall 2001

285 Laban Movement Analysis I
Laban Movement Analysis is a system used to describe and record quantitative and qualitative as-

pects of human movement. Through study and physical exploration of concepts and principles involved in body articulation, spatial organization, dynamic exertion of energy and modes of shape change, students will examine their own movement patterns and preferences. This creates the potential for expanding personal repertoire and developing skills in observation and analysis of the movement of others.
At HC, Spring 2002

287 Analysis of Rhythm from a Dancer's Perspective
This course is the study of music from a dancer's perspective. Topics include musical notation, rhythmic dictation, construction of rhythm, and elements of composition. Dancers choreograph to specific compositional forms, develop both communication between dancer and musician and music listening skills. Prerequisite: one year of dance technique (recommended for sophomore year or later). Enrollment limited to 15. **{A}** 4 credits
At UM, MHC, Fall 2001

309 Advanced Repertory
This course offers an in-depth exploration of aesthetic and interpretive issues in dance performance. Through experiments with improvisation, musical phrasing, partnering, personal imagery and other modes of developing and embodying movement material, dancers explore ways in which a choreographer's vision is formed, altered, adapted, and finally presented in performance. In its four-credit version, this course also requires additional readings and research into broader issues of historical context, genre, and technical style. Course work may be developed through existing repertory or through the creation of new work(s). Prerequisite: advanced technique or permission of the instructor. **{A}** 2 or 4 credits
Augusto Soledade
Offered Fall 2001 as a 4-credit course
Offered Spring 2002 as a 2-credit course

375 The Anthropology of Dance
This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circum-polar regions, and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. L. **{A}** 4 credits
Yvonne Daniel
Offered Spring 2002

377 Advanced Studies in History and Aesthetics
4 credits

Writing Dance
This class will focus on the practical task of writing about dance/performance art, using theoretical and critical writings as an aid in capturing and conveying how performance communicates and what it expresses. Students will tool the skills needed to synthesize the reality of the dance with its poetic or cultural resonance. Attending live performances and observing dance, movement, performance art and classes across the five colleges will be required. Enrollment limited to 15. P. **{A}** 4 credits
Constance Vallis Hill
Offered Fall 2001

History and Performance of Classical Ballet Variations
At MHC, Fall 2001

19th Century Dance
This topic will focus on the characteristics and impact of dance in the Romantic Period. Lectures are framed from three points of view—the virtuoso dancer, the composer, and the performer—since there is an intimate interrelationship between music and dance of the period. Students will become familiar with 19th century ballets and the musical works made for and used in ballet choreographies. The prominence of the female ballerina, the emergence of the male dancer, and the impact of both Fokine and Isadora Duncan are some of the topics that will be discussed and analyzed through lectures, listening, reading, assignments, and video reviews. Prerequisite: DAN 171 or DAN 272. Enrollment limited to 25. **(E) {A}**
Julius Robinson
Offered Spring 2002

Dance and Technology
Instruction in the creation of computer-generated dance choreography and human animation. Movement and its designed and random relationships to time and space will be examined in a digital context. Lessons in digital sound editing, and discussion centering on concerns with technology in the performing arts and its role in reshaping our aesthetics in the 21st century will be included. L. **{A}**
Rodger Blum
Offered Spring 2003

400 Special Studies
For qualified juniors and seniors. A four-credit Special Studies is required of senior majors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required. **{A}** 1 to 4 credits
Members of the department
Offered both semesters each year

Production Courses

200 Dance Production
A laboratory course based on the preparation and performance of department productions. Students may elect to fulfill course requirements from a wide array of production-related responsibilities, including performance, choreography, and stage crew. May be taken four times for credit, with a maximum of two credits per semester. Orientation meeting to be arranged. There will be a general meeting for the fall 2001 semester on Monday, September 10, 2001, at 4:15 in the Green Room, Theatre Building. Attendance is mandatory. For the spring 2002 semester there will be a general meeting on Monday, January 28, 2002 at 4:15 in the Green Room, Theatre Building. Attendance is mandatory. **{A}** 1 credit
Members of the department
Offered both semesters each year

Studio Courses

Students may repeat studio courses two times for credit. For a complete list of studio courses offered on the other four campuses, please consult the Five College Dance Department schedule available from the Smith dance office.

Studio courses receive two credits. Preregistration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to seniors and juniors. Normally, students must take these two-credit courses in addition to a full course load. Studio courses may also require outside reading, video and film viewings, and/or concert attendance. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks.

Repetition of studio courses for credit: The Five College Dance Department faculty strongly recommends that students in the Five Colleges be allowed to take any one level of dance technique up to three times for credit, and more with the permission of the academic adviser.

218 Floor Barre Movement Technique
This course combines classical and modern principals in a basic series performed on the floor. It is designed to help dance students achieve a more consistent technical ability through added strength, stretch, and development of fluid transition. Prerequisite: two semesters of ballet or modern dance technique. Enrollment limited to 20. **{A}** 2 credits
Rodger Blum
Offered Spring 2002

249 The Mindful Body: Resources for Performing and Visual Artists
Development of the ability to make choices and to find support for artistic technique and expression in dance, music, theatre, and the visual arts, through basic anatomical and functional knowledge of the body from an experiential approach. Prerequisite: One year of one of the following studio/performance courses: dance, art, music, Acting I in theatre, or permission of the instructors. Not open to first-year students. Enrollment limited to 12. Cannot be repeated for credit. **{A}** 2 credits
Susan Waltner
Offered Spring 2002

Techniques

Modern: Introductory through advanced study of modern dance techniques. Central topics include: refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

113 Modern Dance I
L. {A} 2 credits
To be announced
Offered both semesters each year

114 Modern Dance II
For students who have taken Modern Dance I or the equivalent. L. {A} 2 credits
To be announced
Offered Fall 2001, Spring 2002

215 Modern Dance III
Prerequisite: 113 and a minimum of one year of modern dance study. L. {A} 2 credits
Susan Waltner, Fall 2001
Offered Fall 2001, Fall 2002, Fall 2003

216 Modern Dance IV
Audition. Prerequisite: 215. L. {A}
2 credits
To be announced,
Offered Spring 2002, Spring 2003

317 Modern Dance V
By audition/permission only. Prerequisite: 216. L and P. {A} 2 credits
Augusto Soledade, Fall 2001
Offered Fall 2001, Fall 2002

318 Modern Dance VI
Audition required. Prerequisite: 317. L and P. {A} 2 credits
Augusto Soledade
Offered Spring 2002, Spring 2003

Ballet: Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

120 Ballet I
L. {A} 2 credits
To be announced
Offered both semesters each year

121 Ballet II
For students who have taken Ballet I or the equivalent. L. {A} 2 credits
To be announced
Offered both semesters each year

222 Ballet III
Prerequisite: 121a or b or permission of the instructor. L. {A} 2 credits
Rodger Blum, Fall 2001
Offered Fall 2001, Fall 2002

223 Ballet IV
L. {A} 2 credits
Rodger Blum, Spring 2002
Offered Spring 2002, Spring 2003

324 Ballet V
By audition/permission only. L. {A} 2 credits
Rodger Blum
Offered Fall 2001, Fall 2002

325 Ballet VI
By audition/permission only. L. {A} 2 credits
At MHC
Offered Spring 2002, Spring 2003

Jazz: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

130 Jazz I
L. {A} 2 credits
To be announced
Offered both semesters each year

131 Jazz II
For students who have taken Jazz I or the equivalent. L. **{A}** 2 credits
To be announced
Offered both semesters each year

232 Jazz III
Further examination of jazz dance principles. L. **{A}** 2 credits
To be announced
Offered Fall 2001, Fall 2002

233 Jazz IV
Emphasis on extended movement phrases, complex musicality, and development of jazz dance styles. L. {A}
2 credits
To be announced
Offered Spring 2002, Spring 2003

334 Jazz V
Advanced principles of jazz dancing. L. By audition/permission only. **{A}** 2 credits
At UM, Fall 2001

335 Jazz VI
Advanced principles of jazz dancing. L. By audition/permission only. **{A}** 2 credits
At UM, Spring 2002

Cultural Dance Forms I and II
Cultural Dance Forms presents differing dance traditions from specific geographical regions **or** distinct movement forms that are based on the fusion of two or more cultural histories. The forms include social, concert, theatrical, and ritual dance and are framed in the cultural context of the identified dance form. These courses vary in levels of technique, beginning and intermediate (I), and intermediate and advanced (II) and focus accordingly on movement fundamentals, integration of song and movement, basic through complex rhythms, perfection of style, ensemble and solo performance when applicable. Some classes include repertory performance and therefore vary in credits.

142 West African Dance
This course introduces African dance, music and song as a traditional mode of expression in various African countries. It emphasizes appreciation and respect for African culture and its profound influence on American culture and art. Enrollment limited to 30. **{A}** 2 credits
At MHC, Fall 2001

142 Comparative Caribbean Dance I
This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. Enrollment limited to 30. **{A}**
2 credits
Yvonne Daniel
Offered Fall 2001, Spring 2002

142 Javanese Dance
Instruction in the classical dance of Central Java. The course begins with the basic movement vocabulary and proceeds to the study of dance repertoires. At the end of the semester an informal recital will be arranged with the accompaniment of live *gamelan* music. Emphasis is on the female style. Enrollment limited to 12. **{A}** 2 credits
To be announced
Offered Fall 2001, Spring 2002

142 Afro-Brazilian Dance
A studio course in Afro-Brazilian dance from traditional, folk, and contemporary settings. The course intends to provide an understanding and appreciation of common and different aspects of various African based communities in the African Diaspora. Elements of dance will include rhythm, space, effort, time, and shape. No prerequisites. Enrollment limited to 30. **{A}** 2 credits
Augusto Soledade
Offered Fall 2001, Spring 2002

136 Tap I
Introduction to the basic tap dance steps with general concepts of dance technique. Performance of traditional tap step patterns and short combinations. Enrollment limited to 15. **{A}** 2 credits
To be announced
Offered Spring 2002

137 Tap II
Refinement of performance of tap dance steps with increasing complexity and length of dance sequences learned. Emphasis will be on clarity of rhythm and body coordination while working on style and expression. Prerequisite: Tap I or permission of the instructor. Enrollment limited to 15.
{A} 2 credits
To be announced
Offered Fall 2001

The Major

Advisers: Rodger Blum, Yvonne Daniel, Susan Waltner.

The dance major at Smith is offered through the Five College Dance Department and culminates in a bachelor of arts degree from Smith College. It is designed to give a student a broad view of dance in preparation for a professional career or further study. Students are exposed to courses in dance history and anthropology, creative and aesthetic studies, scientific aspects of dance, the language of movement (Labanotation and Laban Movement Analysis), and dance technique and performance. For studio courses, no more than four courses in a single idiom will be counted toward the major. At least two of these courses must be at the advanced level and within the requirements of Emphasis I or II (see below).

History Dance in the 20th Century (DAN171) and Dance and Culture (DAN 272) serve as the introduction to the major. At the advanced level there is the Anthropological Basis of Dance (DAN 375) and more specialized period courses or topics. These courses all examine the dance itself and its cultural context.

Creative and Aesthetic Studies (DAN 151, 252, 353, and 377) This sequence of courses begins with the most basic study of dance composition: space, time, energy, and focuses on tools for finding and developing movement. The second- and third-level courses develop the fundamentals of formal choreography and expand work in the manipulation of spatial design, dynamics, phrasing, rhythm, content, and accompaniment. The movement materials that a student explores are not limited to any particular style.

Scientific Aspects of Dance (DAN 241, 342) These courses are designed to develop the student's personal working process and her philosophy of movement. The student studies selected aspects of human anatomy, physiology, bio-mechanics, and their relationships to various theories of technical study.

Language of Movement (DAN 285) Courses in this area train students to observe, experience and notate qualitative aspects of movement (Laban Movement Analysis) and to quantitatively perceive and record movement (Labanotation).

Music for Dancers (DAN 287) Sharpens understanding of music fundamentals and makes these applicable to dance.

Emphasis I: Technique and Performance
A dancer's instrument is her body and it must be trained consistently. Students are encouraged to study several dance forms and styles. Students who will emphasize performance and choreography are expected to reach advanced level in one or more forms. Pubic performance, while optional and without additional credit, is encouraged to realize dance skills before an audience

Requirements in Technique and Performance Emphasis:
1. 171 and 272
2. 241
3. 285 or 287
4. 151, 200 (2 credits), and 252
5. Five courses are required in dance technique for the major. Students can explore up to four courses in a single form. At least two semesters must be at the advanced level. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 353, 375, 377, 400.
7. DAN 400 (4 credits) must be taken in the senior year.

Emphasis II: Theoretical Practices Dance students may prefer to concentrate on an academic emphasis instead of dance performance. These students are also encouraged to study several dance forms and styles and they are expected to reach intermediate level in one or more forms.

Requirements in Theoretical Practices of Dance:

1. 171 and 272
2. 241
3. 285 or 287, or a 200 level course in another discipline
4. 151, 200 (2 credits), and 375
5. Five technique courses are required in the dance theory emphasis of the major. Dance Theory students should explore at least two courses in two technique forms. Students should reach intermediate level in at least one form. A single level of technique courses may be taken for credit up to three semesters.
6. Two courses from the following: 309, 342, 377, 400.
7. DAN 400 (4 credits) must be taken in the senior year.

The Minor

Advisers: Members of the Smith College Department of Dance.

Students may fulfill the requirements for the minor in dance in either of the following concentrations:

1. Minor in Dance with an Emphasis in Theatrical Forms

Requirements: Three core courses: 151, 171, and 272. Three 2-credit studio courses; one in dance production: 200; and one other dance theory course chosen with the adviser, to fit the interests of the students.

2. Minor in Dance with an Emphasis in Cultural Forms

Requirements: Three core courses: 151, 272, and 375. Three 2-credit studio courses in cultural dance forms; one course in dance production: 200; and one other dance theory course chosen with the adviser, to fit the interests of the student.

Studio Courses: Studio courses receive two credits. Pre-registration for dance technique courses is strongly recommended. Enrollment is often limited to 25 students, and priority is given to juniors and seniors. Normally students must take partial-credit courses in addition to a full-course load. No more than 12 credits may be counted toward the degree. "P" indicates that permission of the instructor is required. "L" indicates that enrollment is limited. Placement will be determined within the first two weeks of classes. Within limits, students may repeat studio courses for credit.

Studio Courses:

142 Beginning/Intermediate Cultural Dance Forms
- A. West African
- B. Comparative Caribbean Dance
- C. Cuban
- D. Haitian
- E. Introduction to Flamenco
- F. Javanese
- G. Afro-Brazilian
- H. Middle Eastern

243 Intermediate/Advanced Cultural Dance Forms
- A. West African II
- B. Comparative Caribbean Dance II

113 Modern Dance I
114 Modern Dance II
215 Modern Dance III
216 Modern Dance IV
317 Modern Dance V
318 Modern Dance VI
120 Ballet I
121 Ballet II
222 Ballet III
223 Ballet IV
324 Ballet V
325 Ballet VI
130 Jazz I
131 Jazz II
232 Jazz III
233 Jazz IV
334 Jazz V
335 Jazz VI
136 Tap I
137 Tap II

Honors

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Five College Courses

Students should consult the Five College Dance Department course list for Five College course offerings. Spring semester course hours will be listed in the Five College Dance Department spring schedule, available at the Smith College Department of Dance office and the Five College Dance Department office.

Adviser: Susan Waltner.

Graduate: M.F.A. Program

Adviser: Rodger Blum.

"P" indicates that permission of the instructor is required.

510 Theory and Practice of Dance IA
Studio work in dance technique, including modern, ballet, tap, cultural dance, and jazz. Eight to 10 hours of studio work and weekly seminars. P. 5 credits
Rodger Blum
Offered both semesters each year

520 Theory and Practice of Dance IIA
Studio work in dance technique and weekly seminars. Prerequisite: 510. P. 5 credits
Rodger Blum
Offered both semesters each year

521 Choreography as a Creative Process
Advanced work in choreographic design and related production design. Study of the creative process and how it is manifested in choreography. Prerequisite: two semesters of choreography. 5 credits
Susan Waltner
Offered Spring 2002

560 Scientific Principles in the Teaching of Dance
This course is designed to assist graduate students as they teach dance technique. The principles of anatomy, injury prevention and rehabilitation, and nutrition are examined in relation to fundamentals of dance pedagogy; expressive dance aesthetics are examined formally within a context of current body science. Through analysis of body alignment, safe and efficient movement patterns, and proper nutritional needs, students learn methods that increase efficiency, clarity, strength and coordination and that ultimately achieve desired aesthetic goals. Class work includes lectures, experiential application, and computer analyses to reinforce a rigorous understanding of the scientific principles and body mechanics that are observed within dance performance as well as in excellent teaching of dance. Prerequisite: DAN 241 or the equivalent. **{A}** 5 credits
Rodger Blum, Susan Waltner, Daphne Lowell
Offered Fall 2001

590 Research and Thesis
Production project.
4 credits
Offered both semesters each year

591 Special Studies
4 credits
Offered both semesters each year

Other Five College Dance Department Courses

DANCE 316 Contemplative Dance—HC (Lowell)

Techniques
(2 credits)
None Listed

Technique and Repertory
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

UM DANCE 195R Classical Indian Dance I—UM (Devi), Offered Fall 2001

UM DANCE 295*R* Classical Indian Dance II—UM (Devi)

Technique and Theory
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

DANCE 153 Dance as an Art Form—MHC (Coleman)

DANCE 261 Introduction to Dance—UM (Schwartz)

Theory
(4 credits at AC, HC, MHC and SC; 3 credits at UM)

ThDa 11 Comp 1: Language of Movement—AC (Woodson)

HA 153 Dance as an Art Form—HC (Nordstrom), MHC, Offered Fall 2001

HA 270 Dance History: Jazz Modernism—HC (Valis Hill), Offered Fall 2001

DANCE 353 Comp 3—UM (Coleman)

Contemporary Artists Issues—AC (Woodson), MHC

Art Criticism—MHC

East Asian Languages and Literatures

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
**[2] Thomas Rohlich, Ph.D.

Associate Professor
†[2] Maki Hirano Hubbard, Ph.D, *Chair*

Assistant Professors
Paula M. Varsano, Ph.D.
†[1] Deirdre Sabina Knight, Ph.D.

Instructor
Kimberly Kono, M.A.

Lecturers
Hongchu Fu, Ph.D.
Megumi Oyama, M.A.
Younghee Wang, Ed.D.
Ling Zhao, M.A.
Yoon-Suk Chung, Ph.D.

Teaching Assistants
Suk Massey, M.A.
Naho Tanamura, M.A.

Courses in English

EAL 100 The Literary Traditions of East Asia: China, Japan, and Korea
An introduction to classics of East Asian literature from pre-modern times to the present. This course examines canon formation, traditional aesthetics and the historical, religious and philosophical groundings of the literary traditions. Texts to be read include selections from great works of poetry, prose, and drama from China, Japan, and Korea. All readings are in English translation. Enrollment limited to 20. Preference given to entering first-year students. **WI {L}** 4 credits
Paula Varsano, Kimberly Kono, Sabina Knight
Offered Fall 2001, Fall 2002, Fall 2003

EAL 231 The Culture of the Lyric in Traditional China
This course surveys the masterworks of the Chinese lyric tradition from its oral beginnings in pre-Confucian times through the eve of the founding of the Republic of China. Through the careful reading of selected works including shaman's hymns, protest poetry, and even excerpts from the great novels, students will inquire into how the spiritual, philosophical and political concerns dominating the poets' milieu shaped the lyric language through the ages. No knowledge of Chinese language or literature is required. (E) **{L}** 4 credits
Paula Varsano
Offered Fall 2000, Fall 2001, Fall 2002

EAL 232 Modern Chinese Literature
Selected readings in translation of 20th-century Chinese literature from the late-Qing dynasty to contemporary Taiwan and the People's Republic of China. This course will offer (1) a window on 20th-century China (from the Sino-Japanese War of 1895 to the present) and (2) an introduction to the study of literature: (a) why we read literature, (b) different approaches (e.g., how to do a close reading), and (c) literary movements. We will stress the socio-political context and questions of political engagement, social justice, class, gender, race and human rights. All readings are in English translation and no background in China or Chinese is required. **{L}** 4 credits
Sabina Knight
Offered Spring 2003

EAL 235 How Poems Mean in China and the West
"Words do not convey meaning"—a dictum as valid for Confucians as it was for Taoists and Buddhists. How, then, did poetry maintain its status as the most respected form of artistic expression in China for at least three thousand years? Through a comparative study of poetic theory and practice in traditional Chinese and European literatures, students will hone their ability to read poetry across cultures by considering the following questions: What are the myths of poetic creation and how do they reflect and influence the reading, writing and criticism of poetry over time? How do these cultures construct the link between words and meaning? What constitutes a "good" poem in East and West, and do those qualities survive translation? (E) {L} 4 credits
Paula Varsano
Offered Spring 2002, Spring 2003

EAL 236 Modernity: East and West
What can the project of modernity, particularly the Enlightenment concern for human rights, mean for Chinese writers and for us today? How can we understand current struggles for human rights in terms of the different directions modernity and its critique have taken in Europe, Japan and China? We will read selections from European and East Asian philosophers before examining the influx of Western theories of modernity and comparing histories of modern imperialism, ideas of national culture, and literature's function in nationalist movements. Close readings of 20th-century Chinese fiction and film will focus on questions of alienation and social responsibility. Writers such as Kant, Marx, Woolf, Soseki, Tanizaki, Lu Xun and Mo Yan. {L} 4 credits
Sabina Knight
Offered Fall 2003

EAL 240 Japanese Language and Culture
This course is designed to enhance students' knowledge and understanding of the Japanese language by relating linguistic, social, and historical aspects of Japanese culture as well as the Japanese perception of the dynamic of human interactions. Starting with a brief review of structural and cultural characteristics of the language, we will move on to examine predominant beliefs about the relationship between Japanese language and cultural or interpersonal perceptions, including politeness and gender. Basic knowledge of Japanese is desirable. All readings are in English translation. {S} 4 credits
Maki Hubbard
Offered Spring 2003

EAL 241 Traditional Japanese Literature in Translation
A survey in translation of Japanese literature from the earliest times up to the nineteenth century. Readings will consist of poetry, prose, and drama, including such works as *The Tale of Genji*, prose essays by Buddhist monks, *waka* poetry of the court, the *Noh* and *Bunraku* theatre, and other enduring works of the Japanese literary tradition. All readings are in English translation. {L} 4 credits
Thomas Rohlich
Offered Fall 2001, Fall 2003

EAL 242 Modern Japanese Literature
Selected readings in translation of Japanese literature from the Meiji period to the present. In the past 125 years Japan has undergone tremendous change: rapid industrialization, imperialistic (mis)adventures, defeat and ruin during the Great Pacific War, and rapid resurgence as an economic power. The literature of modern Japan gives voice to the many contradictions and conflicts that are concomitant with these changes. We will read a wide selection of works by a variety of authors (Natsume Soseki, Higuchi Ichiyo, Tanizaki, Kawabata, Mishima, Oe, modern women writers, and others), examining both the formal characteristics of the texts and the ways in which they reflect the lives and times of the authors. All readings are in English translation. {L} 4 credits
Kimberly Kono
Offered Spring 2002, Spring 2003

EAL 243 Japanese Poetry in Cultural Context
A study of Japanese poetry from earliest times to the modern era, focussing on the two major verse forms, the thirty-one syllable waka and the seventeen syllable haiku. The tradition of Japanese poetry reaches back over a thousand years, with its first appearance as sacred songs in national myths and histories. Relatively uncomplicated in form, Japanese poetry has long been practiced by people

of all social classes and occupations: court nobles and ladies, wandering Buddhist monks, professional haiku masters, and in modern times everyone from high school students to housewives and businessmen. This course will examine the formal and social characteristics of Japanese poetry, with particular attention to how it responded to changing historical and cultural circumstances. Taught in English, with no Japanese required. **{L}** 4 credits
Thomas Rohlich
Offered Spring 2002

EAL 244 Construction of Gender in Modern Japanese Women's Writing
This course will focus on the construction of gender in the writings of Japanese women from the mid-19th century until the present. How does the existence of a "feminine literary tradition" in premodern Japan influence the writing of women during the modern period? How do these texts reflect, resist, and reconfigure conventional representations of gender? We will explore the possibilities and limits of the articulation of feminine and feminist subjectivities, as well as investigate the production of such categories as race, class, and sexuality in relation to gender and each other. Readings will include short stories and novels by such writers as Higuchi Ichiyô, Hayashi Fumiko, Kôno Taeko, Yoshimoto Banana and Yamada Amy. Taught in English, with no knowledge of Japanese required. (E) **{L}** 4 credits
Kimberly Kono
Offered Fall 2001

EAL 245 Writing the "Other" in Modern Japanese Literature
A study of representations of "foreign" cultures in Japanese literary and cinematic production of Japan's modern period, from the mid–19th century until the present. How was (and is) Japan's identity as a modern nation configured through representations of "Others?" How are categories of race, gender, nationality, class and sexuality used in the construction of "Otherness?" We will consider the development of modern Japanese national and individual identities as well as explore issues of travel, colonialism, immigration, and military occupation. Assigned texts include literary works by Natsume Sôseki, Tanizaki Jun'ichirô, and Hayashi Fumiko as well as critical pieces by Edward Said, bell hooks, Lisa Lowe, and others. Taught in English, with no knowledge of Japanese required. **{L}** 4 credits
Kimberly Kono
Offered Spring 2002

EAL 261 Major Themes in Literature: East-West Perspectives
{L} 4 credits

Gendered Fate
Is fate indifferent along lines of gender? What (and whose) interests are served by appeals to destiny? Close readings of women's narratives of desire, courtship, sexuality, prostitution and rape will explore how belief in inevitability mystifies the gender-based oppression of social practices and institutions. Are love, marriage and mothering biological imperatives? What are love, seduction and desire if not freely chosen? Or is freely chosen love merely a Western ideal? How might women write to overcome fatalistic discourses that shape the construction of female subjectivity and agency? Works by Maya Angelou, Simone de Beauvoir, Hayashi Fumiko, Hong Ying, Nadine Gordimer, Toni Morrison, and Wang Anyi. All readings in English translation.
Sabina Knight
Offered Fall 2002

EAL 360 Seminar: Topics in East Asian Languages and Literatures
4 credits

Poetics of Travel and Metaphors of Space: Chinese Travel Literature from a Comparative Perspective
Much of Chinese literature—traditional and modern, poetic and narrative—is composed from the perspective of one who is, or has been, "on the road": whether as exile, pilgrim, soldier, pleasure traveler, or even shaman. Through a close reading of selected poems, diary entries, essays, and fictional writings selected from across the centuries, students will consider the philosophical, spiritual and political implications of how various writers define such notions as "place," "home," and "wilderness." Our reading of Chinese literary texts will be supplemented by a range of selections from the Japanese and Western traditions. No knowledge of

Chinese is required, and all readings will be in translation. However, qualified students will be provided with original texts and an opportunity to discuss those texts on a regular basis. **{L}**
Paula Varsano
Offered Spring 2004

The Tale of Genji *and Its Legacy*
The seminar will begin with a reading and study of *The Tale of the Genji*, one of the greatest works of Japanese literature. We will look at the cultural and societal milieu of the author, as well as the textual features that mark it as an icon of Japanese culture today. In the second part of the course we will look at ways in which the *Genji* is (re)presented in later texts—Noh plays, Edo parodies, and modern short stories and novels—as a way of examining both the question of influence and the role that the *Genji* plays in the literature of later generations. All readings are in English translation.
Thomas Rohlich
Offered Fall 2001, Fall 2002

Contemporary Chinese Women's Fiction
Sabina Knight
Offered Spring 2003

East Asian Language Courses

A language placement test is required prior to registration for students who have previously studied the language.

Credit is not granted for the first semester only of an introductory language course.

Chinese Language

CHI 110d Chinese I (Intensive)
An intensive introduction to spoken Mandarin and modern written Chinese, presenting basic elements of grammar, sentence structures and approximately 1,000 of the most commonly used Chinese characters. Emphasis on development of oral/aural proficiency, pronunciation, and the acquisition of skills in reading and writing Chinese characters. **{F}** 10 credits
Sections as follows:
Hongchu Fu, Fall 2001
Ling Zhao, Spring 2002
Sabina Knight, Fall 2002
Paula Varsano, Spring 2003
Full-year course; offered each year

CHI 220d Chinese II
Continued emphasis on the development of oral proficiency and functional literacy in modern Mandarin. Conversation and narrative practice, reading exercises, short composition assignments, and work with audio-visual materials. Prerequisite: 110d or permission of the instructor. **{F}**
10 credits
Ling Zhao, Fall 2001
Hongchu Fu, Spring 2002
Full-year course; offered each year

CHI 301 Chinese III
Building on the skills and vocabulary acquired in Chinese II, students will learn to read simple essays on topics of common interest, and will develop the ability to understand, summarize and discuss social issues in contemporary China. Readings will be supplemented by audio-visual materials. Prerequisite: 220d or permission of the instructor. **{F}** 4 credits
Ling Zhao
Offered Fall 2001; Offered each Fall

CHI 302 Chinese III
Introduction to the use of authentic written and visual documents commonly encountered in China today, with an emphasis on television news broadcasts and newspaper articles. Exercises in composition as well as oral presentations will complement daily practice in reading and listening comprehension. Prerequisite: 301 or permission of the instructor. **{F}** 4 credits
Hongchu Fu
Offered Spring 2002; Offered each Spring

CHI 310 Readings in Classical Chinese Prose and Poetry
This course introduces students to the language of China's ancient and medieval literary, philosophical and historical writings. Knowledge of Classical Chinese also greatly enhances the appreciation of the Japanese classics, as well as the Chinese modern texts, from newspaper articles to contempo-

rary music lyric, poetry, and fiction. Students will learn this particular art of reading through direct encounters with some of China's most beautiful and influential writings, including the Daodejing, the Confucian Analects, the Mencius, the selections of Tang poetry. Prerequisites: CHI 220d, JPN 302, KOR 302 or permission of the instructor. {F} 4 credits
Paula Varsano
Offered Spring 2002, Fall 2002

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
Development of advanced oral and reading proficiency through the study and discussion of selected modern Chinese literary texts. Students will explore literary expression in original works of fiction, including short stories, essays, novellas, and excerpts of novels. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
To be announced
Offered Fall 2001; Offered each Fall

CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
In contrast with CHI 350, this course focuses on readings of political and social import. Through the in-depth study and discussion of essays drawn from a variety of sources, students will increase their understanding of modern and contemporary China. Prerequisite: 302 or permission of the instructor. {L/F} 4 credits
To be announced
Offered Spring 2002; Offered each Spring

Japanese Language

JPN 110d Japanese I (Intensive)
An introduction to spoken and written Japanese. Emphasis on the development of basic oral proficiency, along with reading and writing skills. Students will acquire knowledge of basic grammatical patterns, strategies in daily communication, *hiragana*, *katakana*, and about 300 *Kanji*. Designed for students with no background in Japanese. {F} 10 credits
Maki Hubbard, Fall 2001, Spring 2002, Fall 2002, Spring 2003
Kimberly Kono, Spring 2003
Full-year course; offered each year

JPN 220d Japanese II
Course focuses on further development of oral proficiency, along with reading and writing skills. Students will attain intermediate proficiency while deepening their understanding of the social and cultural context of the language. Prerequisite: 110d or the equivalent. {F} 10 credits
Megumi Oyama
Full-year course; offered each year

JPN 301 Japanese III
Development of high intermediate proficiency in speech and reading through study of varied prose pieces and audio-visual materials. Prerequisite: 220d or the equivalent. {F} 4 credits
Megumi Oyama
Offered Fall 2001; Offered each Fall

JPN 302 Japanese III
A continuation of 301. Prerequisite: 301 or the equivalent. {F} 4 credits
Megumi Oyama
Offered Spring 2002; Offered each Spring

JPN 350 Contemporary Texts
Study of selected contemporary texts including literature and journalism from print and electronic media. Focus will be on developing reading and discussion skills in Japanese using original materials, and on understanding various aspects of modern Japan through its contemporary texts. May be repeated for credit with the permission of the instructor when the content or the instructor changes. Prerequisite: JPN 302 or permission of the instructor. {F} 4 credits
Offered Fall 2001, Spring 2002, Fall 2002

Topic I: Expansion of advanced vocabulary and expressions using primary sources on varied topics; development of the skills in public speaking and complex writing.
Kimberly Kono
Fall 2001

Topic II: Readings of modern literary texts: novels, short stories, essays, and newspaper articles.
Thomas Rohlich
Spring 2002, Fall 2002

Korean Language

KOR 110d Korean I (Intensive)
An introduction to spoken and written Korean. Emphasis on oral proficiency and on the acquisition of basic grammar, reading and writing skills. This course is designed for students with little or no background in Korean. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung
Full year course; Offered each year

KOR 120 Low Intermediate Korean
This course is an alternative to KOR 110d designed for students with some Korean language background whose proficiency is not yet at the level of KOR 220d. Emphases are placed on reading and writing skills, and review of basic grammar. Enrollment limited to 15. {F}
4 credits
Suk Massey
Offered Spring 2002

KOR 220d Korean II
A continuation of KOR 110d. The course places equal emphasis on oral proficiency, grammar, and reading and writing skills. Social and cultural topics are presented in the context of learning the language. Basic Chinese characters are introduced. Prerequisite: 110d or the equivalent. Enrollment limited to 15. {F} 10 credits
Yoon-Suk Chung
Full-year course; offered each year

KOR 301 Korean III
Continued development of speaking, listening, reading, and writing, with more advanced grammatical points and vocabulary. Course materials include selected readings, news, and film clips in addition to the main textbook. Some Korean proverbs and basic Chinese characters will also be introduced. Prerequisite: 220d or the equivalent. {F} 4 credits
Younghee Wang
Offered Fall 2001; Offered each Fall

KOR 302 Korean III
A continuation of 301. Prerequisite: 301 or the equivalent. {F} 4 credits
Younghee Wang
Offered Spring 2002; Offered each Spring

KOR 350 Advanced Studies in Korean Language and Society
This course is designed to provide students with a thorough grounding in advanced reading, writing, and speaking skills in Korean to lay a firm foundation for the clear understanding of Korean contemporary culture. Selected current issues in Korean society and culture will be addressed, and a wide range of print and non-print materials from newspaper editorials to films will be covered. Texts are all in Korean. Class will be conducted in Korean. The course may be repeated for credit with the permission of the instructor. Enrollment limited to 15. {F} 4 credits
Yoon-Suk Chung
Offered Spring 2002; Offered each Spring

EAL 400 Special Studies
For students engaged in independent projects or research in connection with Japanese, Chinese, or Korean language and literature.
2 to 4 credits
Offered both semesters each year

The Major

Prerequisites
The first year of Chinese (CHI 110d) or Japanese (JPN 110d) is a prerequisite for admission to the major. A language placement test is required prior to registration for students who have previously studied the language.

Advisors: Members of the department.

Requirements: A total of 11 courses (46 credits), no more than five of which shall be taken in other institutions, such as Five Colleges, Junior Year Abroad programs, or summer programs. Students should consult their advisers prior to taking such courses. S/U grading options are not allowed for courses counting toward the major. Students are expected to concentrate in Chinese or Japanese language. Native speakers of a language are encouraged to take another language.

1. **Basis: Three required courses (14 credits)**
   a. EAL 100 (The Literary Tradition of East Asia: China, Japan and Korea [in English translation]) (1 course);

b. Second-year language courses: JPN 220d or CHI 220d (2 courses);

2. Third-year language courses (8 credits): JPN 301 and 302, or CHI 301 and 302 (2 courses). Students whose proficiency places them beyond the third year should substitute advanced language or literature courses for this requirement.

3. **Six additional courses (24 credits),** at least 3 of which must be EAL courses on the literature or culture of the country of the student's concentration. The three remaining courses may be chosen from other courses in the department, or, at the recommendation of the adviser, related courses in other departments. Courses in Junior Year Abroad Programs and Five College Programs may also be counted, with the approval of the adviser, within the limits specified above. Some courses that treat topics on more than one country (such as courses that focus on both China and Japan) may be eligible, but they must be approved by the adviser.

One of the six courses should be a departmental seminar in the student's area of interest. In certain cases, particularly when a seminar in the student's areas of interest is not available, the student may enroll, with permission of the adviser and instructor, in a colloquium or a 200-level course in which the student will write a seminar paper.

Advanced Language Courses:

CHI 350 Advanced Readings in Chinese: Modern Literary Texts
CHI 351 Advanced Readings in Chinese: Modern and Contemporary Texts
JPN 350 Contemporary Texts
KOR 350 Advanced Studies in Korean Language and Society
Fourth-year language courses

Courses taught in English:

EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 The Chinese Literary Tradition (Topic course)
EAL 235 How Poems Mean in China and the West
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature
EAL 242 Modern Japanese Literature
EAL 243 Japanese Poetry in Cultural Context
EAL 244 Construction of Gender in Modern Japanese Women's Writing
EAL 245 Writing the "Other" in Modern Japanese Literature
EAL 261 Major Themes in Literature: East-West Perspectives (topic course)
EAL 360 Seminar: Topics in East Asian Languages and Literatures (topic course)

Honors

Director: Maki Hubbard

430d Thesis
(8 credits)
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001; Offered each Fall

Requirements: same as for the departmental major plus the thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

The Minor

Advisers: Members of the department.

The course requirements are designed so that a student will concentrate on one of the East Asian languages, but will have the option of being exposed to the other courses in the department.

Prerequisites
The first year of Chinese (CHI 110d), Japanese (JPN 110d), or Korean (KOR 110d) is a prerequisite for admission.

Requirements:
A total of six courses (24 credits) in the following distribution, no more than three of which shall be taken in other institutions. Students should consult the department prior to taking courses in other institutions.

1. Chinese II (CHI 220d), Japanese II (JPN 220d), or Korean II (KOR 220d).

2. Four courses, at least two of which must be EAL courses, chosen from the following:

EAL 100	The Literary Traditions of East Asia: China, Japan, and Korea
EAL 231	The Culture of the Lyric in Traditional China
EAL 232	Modern Chinese Literature
EAL 233	The Chinese Literary Tradition (topic course)
EAL 235	How Poems Mean in China and the West
EAL 236	Modernity: East and West
EAL 240	Japanese Language and Culture
EAL 241	Traditional Japanese Literature
EAL 242	Modern Japanese Literature
EAL 243	Japanese Poetry in Cultural Context
EAL 244	Construction of Gender in Modern Japanese Women's Writing
EAL 245	Writing the "Other" in Modern Japanese Literature
EAL 261	Major Themes in Literature (topic course)
EAL 360	Seminar: Topics in East Asian Languages and Literatures
EAL 400	Special Studies
CHI 301	Chinese III
CHI 302	Chinese III (A continuation of 301)
CHI 350	Advanced Readings in Chinese: Modern Literary Texts
CHI 351	Advanced Readings in Chinese: Modern and Contemporary Society
JPN 301	Japanese III
JPN 302	Japanese III (A continuation of 301)
JPN 350	Contemporary Texts
KOR 301	Korean III
KOR 302	Korean III (A continuation of 301)
KOR 350	Advanced Studies in Korean Language and Society

Note: Students planning on spending the junior year abroad should consult the department concerning the list of courses to be credited toward the major or minor and must seek final approval for the courses upon their return.

East Asian Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

East Asian Studies Advisory Committee

**[1] Daniel K. Gardner, Professor of History
*[1] Marylin Rhie, Professor of Art and of East Asian Studies, Director (spring semester)
†[2] Peter Gregory, Professor of Religion and of East Asian Studies
Dennis Yasutomo, Professor of Government, Director (fall semester)
Robert Eskildsen, Assistant Professor of History
Suzanne Zhang-Gottschang, Assistant Professor of East Asian Studies and Anthropology
David Slawson, Visiting Professor

Participating Faculty

Hongchu Fu, Lecturer in East Asian Languages and Literatures
**[2] Steven M. Goldstein, Professor of Government
Jamie Hubbard, Yehan Numata Lecturer in Buddhist Studies
†[2] Maki Hirano Hubbard, Assistant Professor of East Asian Languages and Literatures
†[1] Deirdre Sabina Knight, Assistant Professor of East Asian Languages and Literatures
**[2] Thomas Rohlich, Professor of East Asian Languages and Literatures
Paula Varsano, Assistant Professor of East Asian Languages and Literatures

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218 (C) Thought and Art in China
{H/A} 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)

Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only.
Offered Spring 2002

ANT 251 Women and Modernity in East Asia
This course explores the roles, representations and experiences of women in 20th century China, Korea, Vietnam and Japan in the context of the modernization projects of these countries. Through ethnographic and historical readings, film and discussion this course examines how issues pertaining to women and gender relations have been highlighted in political, economic, and cultural institutions. The course compares the ways that Asian women have experienced these processes through three major topics: war and revolution, gendered aspects of work, and women in relation to the family. This course is co-sponsored by, and cross-listed in, the East Asian Studies Program. **{S}**
4 credits
Suzanne Zhang-Gottschang
Offered Fall 2001, Fall 2002

ANT 252 The City and the Countryside in China
With more than 80 percent of its population based in rural areas, China is usually viewed as a primarily agrarian society. However, economic reforms in the past twenty years have brought about dramatic growth in China's urban areas. This course examines the conceptualization of urban and rural China in terms of political and economic processes and social relations from the Communist revolution in 1949 to the present day. Against this background, the course explores how broader social theoretical concerns with concepts such as tradition/modernity and state/society have been taken up in the anthropology of China. (E) **{S}**
4 credits
Not offered in 2001–2002

ANT 253 Introduction to East Asian Societies and Cultures
This course provides a survey of the anthropology

of contemporary East Asian societies. We will examine the effects of modernization and development on the cultures of China, Japan, and Korea. Such topics as the individual, household and family; marriage and reproduction; religion and ritual; and political economic systems are introduced through ethnographic accounts of these cultures. The goal of this course is to provide students with sufficient information to understand important social and cultural aspects of modern East Asia. (E) {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2002 Spring 2003

ANT 342 Seminar: Topics in Anthropology
4 credits

Motherhood
Motherhood integrates economic, political, biological and social processes. The study of motherhood in the early days of anthropology frequently focused on how it functioned in terms of kinship and reproduction. With the developments in feminist theory within and outside of anthropology, however, we have come to understand that motherhood may provide insights into structures of power, dynamics of gender relations, identity politics as well as economic relations. This research has destabilized a naturalized understanding of mothering. As a result, motherhood as an institution and experience is understood to vary across time and space, history, society and culture. Motherhood will be treated here as a cluster of practices, ideas and experiences that are linked to issues of sexuality, reproduction, power and authority, personhood, consumption, morality and social order and disorder. Our purpose in this seminar is to review some of the major works on motherhood produced by anthropologists in recent years and contextualize them in light of feminist theory. {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2003

The Anthropology of Food
This seminar employs anthropological approaches to understand the role of food in social and cultural life. Using ethnographic case studies from East Asia, Latin America, Africa and the United States, the course will examine topics such as biocultural dimensions of food and nutrition; food and nationalism; symbolic value of food; food and identity; food taboos and restrictions; etiquette and manners in eating; body image and eating; transnationalism and global food industries; famine and food policy. Through the investigation of these topics, students will also gain an understanding of major theoretical trends and debates in anthropology. Students will conduct small field-based research projects as a part of their participation in the seminar. {S} 4 credits
Suzanne Zhang-Gottschang
Offered Spring 2002

HST 220 (L) Japan from Ancient Times to the 18th Century
Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society, and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance, and the rise of the commoner class. {H} 4 credits
Robert Eskildsen
Offered Fall 2001, Fall 2002

HST 221 (L) Modern Japan
Japan from the Tokugawa period to the United States occupation and the economic miracle. Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society.
{H} 4 credits
Robert Eskildsen
Offered Spring 2002, Spring 2003

HST 222 (C) Aspects of Japanese History
Popular culture in Japan from the 1850s to the 1990s, including the relationship between elite and popular culture, the tension between tradition and modernity, and problems of Japan's relationship with the West. Topics such as barbarism and civilization, nostalgia, patriotism and propaganda, myths of Japanese victimhood and postwar regeneration are explored through woodblock prints, fiction, film, comic books, and music. {H} 4 credits
Robert Eskildsen
Offered Fall 2001

GOV 228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}**
4 credits
Dennis Yasutomo
Offered Fall 2001

GOV 251 Seminar in Comparative Government and International Relations: Foreign Policy of Japan
The sociocultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Spring 2002

REL 273 Colloquium: East Asian Religions
Chinese Buddhism and Buddhist Art.
A survey of Chinese Buddhism and its expression in the visual arts from the fourth through 13th centuries. **{H/A}** 4 credits
Not offered in 2001–2002

HST 292 The 19th-Century Crisis in East Asia
Reactions in China, Korea, and Japan to political, diplomatic, and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. **{H}**
Robert Eskildsen
Offered Spring 2002, Spring 2003

GOV 348 Seminar in International Politics
Conflict and Cooperation in Asia.
The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}**
4 credits
Dennis Yasutomo
Offered Fall 2001

375 Seminar: Japan–United States Relations
Analysis of political, economic, cultural, and racial roots of U.S.-Japan relations from the 19th century to the present. Emphasis on current mutual perceptions and their potential impact on future bilateral relations. Enrollment limited to 20. **{S}**
4 credits
Dennis Yasutomo
Offered Spring 2002

380 Seminar: Japanese Landscape Garden Design
The course presents in-depth exploration of Japanese garden design philosophy and aesthetics, with special emphasis on application to indigenous sites and culture, which will also be the subject of the final design project. Teaching includes a balance of theoretical and experiential learning. Includes several field trips. Design experience desired. (E) **{N/A}** 4 credits
David Slawson
Offered Fall 2001

404 Special Studies
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Minor

Advisers: Robert Eskildsen, Daniel K. Gardner, Peter Gregory, Marylin Rhie, Dennis Yasutomo.

The interdepartmental minor in East Asian Studies is a program of study designed to provide a coherent understanding and basic competence in the major Asian civilizations of China, Japan, and Korea. It may be undertaken with a view to broadening the scope of any major; to acquiring, for comparative purposes, an Asian perspective within any of the humanistic and social-scientific disciplines; or as the basis of future graduate work and/or careers related to East Asia.

Requirements: The first year of Chinese, Japanese, or Korean language (CHI 110d, CHI 120d, JPN 110d, KOR 110d, KOR 120d) is a prerequisite for admission. The minor will consist of a total of six courses, no more than three of which shall be taken at other institutions, in the following areas:

1. Second-year Chinese, Japanese, or Korean language (CHI 220d, JPN 220d, or KOR 220d); and
2. Four other courses from the list below, two of which shall normally be drawn from Division I and two from Division II:

I. East Asian art, literature, religion, or other humanities;
II East Asian history, government, economics, anthropology or other social sciences.

Division I

ARH 101 Buddhist Art
ARH 124 The Art of Japan
ARH 222 The Art of China
EAL 100 The Literary Tradition of East Asia: China, Japan, and Korea
EAL 231 The Culture of the Lyric in Traditional China
EAL 232 Modern Chinese Literature
EAL 233 The Chinese Literary Tradition: The Evolution of Chinese Fiction
EAL 235 Mimesis, Metaphor, and Ineffability: How Poems Mean in China and the West
EAL 236 Modernity: East and West
EAL 240 Japanese Language and Culture
EAL 241 Traditional Japanese Literature in Translation
EAL 242 Modern Japanese Literature
EAL 251 Modern Korean Literature
EAL 252 The Korean Literary Tradition
EAL 261 Major Themes in Literature: East-West Perspectives
EAL 360 Seminar: Topics on East Asian Literatures
EAS 250 Modern Korean Fiction
EAS 270 Colloquium in East Asian Studies
EAS 279 Colloquium: The Art and Culture of Tibet
EAS 380 Seminar: Japanese Landscape Garden Design
HST 218 Thought and Art in China
REL 110 Politics of Enlightenment
REL 272 Buddhist Thought
REL 273 Colloquium in East Asian Religions
REL 279 Colloquium in Buddhist Studies
REL 280 Japanese Buddhism
REL 282 Violence and Non-Violence in Religious Traditions of South Asia

Division II

ANT 251 Women and Modernity in East Asia
ANT 252 The City and the Countryside in China
ANT 253 Introduction to East Asian Societies and Cultures
ANT 342 Seminar: Topics in Anthropology
EAS 250 Modern Korean Fiction
EAS 279 Colloquium: The Art and Culture of Tibet
ECO 216 The Economy of China
GOV 228 Government and Politics of Japan
GOV 230 Government and Politics of China
GOV 344 Seminar on Foreign Policy of the Chinese People's Republic
GOV 348 Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349 Seminar in International Relations and Comparative Politics
HST 211 The Emergence of China
HST 212 China in Transformation, A.D. 700–1900
HST 213 Aspects of East Asian History: Knowledge, Power, and the Arts in Imperial China
HST 218 Thought and Art in China
HST 219 Modern Korea
HST 220 Japan from Ancient Times to the 18th Century
HST 221 Modern Japan
HST 222 Aspects of Japanese History: Meiji Restoration
HST 292 The 19th Century Crisis in East Asia

Additionally, there are opportunities available for junior year study abroad in China under the Duke Study in China Program and in Japan under the Associated Kyoto Program and other programs. Note: Students planning to study away from Smith during their junior year should consult with their adviser about their proposed course of study and upon their return must receive approval from their adviser for the courses taken.

Economics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1] Robert T. Averitt, Ph.D.
*[1] Frederick Leonard, Ph.D.
Mark Aldrich, Ph.D.
*[2] Andrew Zimbalist, Ph.D.
†[2] Randall Bartlett, Ph.D.
Robert Buchele, Ph.D.
†[2] Roger T. Kaufman, Ph.D., *Chair*
†[1] Karen Pfeifer, Ph.D.
Elizabeth Savoca, Ph.D.
Deborah Haas-Wilson, Ph.D.
Charles P. Staelin, Ph.D.
Nola Reinhardt, Ph.D.

Associate Professors
Thomas A. Riddell, Ph.D.
Mahnaz Mahdavi, Ph.D.

Assistant Professors
James Miller, Ph.D., J.D.
Lewis Davis, Ph.D.
Ardith Ann Spence, Ph.D.

Lecturer
Charles Johnson

Senior Laboratory Instructor
Molly Jahnige Robinson, M.A.

First-year students who are considering a major in the department and who hope to spend their junior year abroad are strongly advised to take 150 and 153 in the first year and to take additional courses in economics in the sophomore year. Majors in economics are strongly advised to take 250, 253, and 190 as soon after the introductory courses as possible. Students considering graduate study in economics are advised to master the material in ECO 227 and 280 as well as MTH 111, 112, 211, 212, 225 and 243.

General Courses

123 Real World Economics
This course presents essential economic concepts in lay English using a modicum of mathematics, and is intended for the concerned citizen-student who has never taken, and may never again take, a course in economics. Applies economic reasoning to some of the most pressing issues of our times, including poverty and welfare reform, healthcare costs and delivery, environmental damage and restoration, economic growth, federal government budget debates, and the U.S. role in the international economy. May not be counted toward the major or minor in economics. Open only to junior and senior non-economics majors. **{S}** 4 credits
Mark Aldrich
Offered Spring 2002

150 Introductory Microeconomics
How and how well do markets work? What should government do in a market economy? How do markets set prices, determine what will be produced, and decide who will get the goods? We consider important economic issues including preserving the environment, free trade, taxation, (de)regulation, and poverty. **{S}** 4 credits
Members of the department
Offered both semesters each year

153 Introductory Macroeconomics
An examination of current macroeconomic policy issues, including the short and long-run effects of continued budget deficits, the determinants of economic growth, causes and effects of inflation, and the effects of high trade deficits. The course will focus on what, if any, government (monetary

and fiscal) policies should be pursued in order to achieve low inflation, full employment, high economic growth, and rising real wages. **{S}** 4 credits
Members of the department
Offered both semesters each year

190 Introduction to Statistics for Economists
The fundamental problems in summarizing, interpreting, and analyzing empirical data. Attention to descriptive statistics and statistical inference. Topics include elementary sampling, probability, sampling distributions, estimation, hypothesis testing and regression. Assignments include use of micro computers to analyze labor market survey data on the earnings and work experiences of men and women. Prerequisite: 150 and 153 recommended. **{S/M}** 4 credits
Robert Buchele, Elizabeth Savoca, Molly Robinson (Social Sciences)
Offered both semesters each year

227 Mathematical Economics
The use of mathematical tools to analyze economic problems, with emphasis on linear algebra and differential calculus. Applications particularly in comparative statics and optimization problems. Prerequisites: MTH 111, 112, 211, ECO 253, and 250 or permission of the instructor. **{S/M}** 4 credits
Lewis Davis
Offered Spring 2003

Economic Theory

200 Economic Game Theory
An examination of how rational people cooperate and compete. Game theory explores situations in which everyone's actions affect everyone else, and everyone knows this and takes it into account when determining their own actions. Business, military and dating strategies will be examined. No economics prerequisite. Prerequisite: at least one semester of high school or college calculus. (E) **{S}** 4 credits
James Miller
Offered Fall 2002

250 Intermediate Microeconomics
Focuses on the economic analysis of resource allocation in a market economy and on the economic impact of various government interventions, such as minimum wage laws, national health insurance, and environmental regulations. Covers the theories of consumer choice and decision making by the firm. Examines the welfare implications of a market economy, and of federal and state policies which influence market choices. Prerequisite: 150. **{S}** 4 credits
James Miller, Deborah Haas-Wilson
Offered both semesters each year

253 Intermediate Macroeconomics
A consideration of aggregative economic theory as a framework for analyzing the determination of and changes in the level of national output. Prerequisite: 153. **{S}** 4 credits
Elizabeth Savoca, Roger Kaufman, To be announced
Offered both semesters each year

280 Econometrics
Applied regression analysis. The specification and estimation of economic models, hypothesis testing, statistical significance, interpretation of results, policy implications. Emphasis on practical applications using both cross-section and time-series data. Prerequisites: 150, 153, and 190, and MTH 111. **{S/M}** 4 credits
Robert Buchele
Offered Spring 2002, Spring 2003

333 Seminar: Free Market Economics
The structure and institutions of a free market economy; roles of government and philosophical principles underlying the concept of a free market economy; macro- and micro-performance of a free market economy; political-economic approach toward perceived society-wide problems and issues, such as abortion and drug and gun control, in a free market economy. Prerequisite: 250 or 253. **{S}** 4 credits
Frederick Leonard
Offered Spring 2002, Spring 2003

353 Seminar: Evolution of Modern Macroeconomics
From Classical, through Keynesian to modern theory and policy perspectives. Changes in the major components of the macro-mode. Contributions to macroeconomics made by Keynes: fundamental or superficial? Prerequisite: 253 **{S}**
4 credits
Frederick Leonard
Offered Fall 2002

The American Economy

217 Law and Economics
An economic analysis of legal rules and cases. Topics include contract law, accident law, criminal law, the Coase theorem and the economics of litigation. Prerequisite: 250. **{S}** 4 credits
James Miller
Offered Spring 2002, Fall 2002

224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits
Mark Aldrich
Offered Spring 2002, Fall 2002

230 Urban Economics
An introductory economic analysis of selected urban problems in the context of the city's position in the regional economy. Topics include housing, transportation, concentrations of poverty, and financing local government. Prerequisites: 150 and 153. **{S}** 4 credits
Randall Bartlett
Offered Spring 2002

243 Economics of the Public Sector
An investigation into the economic role of the public sector; decision-making mechanisms and implications for resource allocation. Topics include market failure, government failure, and expenditure and tax analysis. Applications include policy issues such as budget deficits/surpluses, social security, welfare, military spending and business subsidies. Prerequisite: 250.**{S}** 4 credits
Ardith Spence
Offered Fall 2001, Fall 2002

245 Economics of Corporate Finance
An investigation of the economic foundations for investment, financing, and related decisions in the business corporation. Basic concerns and responsibilities of the financial manager, and the methods of analysis employed by them is emphasized. This course is designed to offer a balanced discussion of practical as well as theoretical developments in the field of financial economics. Prerequisites: 190, 250, MTH 111. **{S}** 4 credits
Mahnaz Mahdavi
Offered Fall 2001, Fall 2002

270 History of Economic Thought
A study of the major economists from Adam Smith through John Maynard Keynes; their contribution to economics; the use made of their work; the intellectual climate of their time; an appraisal of the intellectual heritage of contemporary economics. Prerequisites: 150 and 153. **{H/S}** 4 credits
Robert Averitt
Offered Spring 2002

275 Money and Banking
American commercial banks and other financial institutions and their role in macroeconomic stabilization policy. Structure of the banking industry. The monetary theories of neo-Keynesians and monetarists. Problems in implementing monetary policy. Prerequisite: 253. **{S}** 4 credits
Robert Averitt
Offered Spring 2002, Fall 2002

285 American Economic History: 1870–1990
Major topics include the economic results of Civil War for black Americans; the rise of giant industry and the growth of unionism; beginnings of economic regulation; internationalization of the economy; the Great Depression; the New Deal legacy; the post World War II boom and stagnation; Reaganomics. Prerequisites: 150 and 153. **{H/S}** 4 credits
Mark Aldrich
Offered Fall 2001, Fall 2002

314 Seminar: Industrial Organization and Antitrust Policy
An examination of the latest theories and empirical evidence about the organization of firms and industries. Topics include mergers, advertising, strategic behaviors such as predatory pricing, vertical restrictions such as resale price maintenance or exclusive dealing, and antitrust laws and policies. Prerequisite: 250. **{S}** 4 credits
Deborah Haas-Wilson
Offered Fall 2001, Spring 2003

327 Seminar: Economic Methodology
{S} 4 credits
Inequality
The causes and consequences of economic inequality. The role of social class, IQ and education. Why is wealth and income inequality greater in the U.S. than in other advanced capitalist countries, and why has it increased in the 1980s and '90s? Does the neoclassical assumption of exclusively self-interested "economic man" correctly model human behavior (do people care about "fairness")? Is there a "tradeoff" between equality and economic growth?
Robert Buchele
Offered Fall 2001

331 Seminar: The Economics of Professional Sports
This seminar will explore the economics of professional sports in the United States. Issues of antitrust exemptions, regulation, salary level and structure, management, effect of mass media, relation to college sports and subordinate leagues will be treated. Prerequisites: 190 and 250. **{S}** 4 credits
Andrew Zimbalist
Offered Spring 2002, Spring 2003

341 Economics of Health Care
An examination of current economic issues in the health care industry, including the determinants of the supply of and demand for health and health care services, the growth of managed care, the implications of increasing competition in markets for physician services, hospital services, and health care financing, the challenges involved in defining and measuring health care quality, and the role of government in the health care industry. Prerequisites: 250 and 190 or permission of the instructor. **{S}** 4 credits
Deborah Haas-Wilson
Offered Fall 2001, Spring 2003

International and Comparative Economics

205 International Trade and Commercial Policy
An examination of the trading relationships among countries and of the flow of production factors throughout the world economy. Topics include the theories of international trade, issues of commercial policy and the rise of protectionism, multilateral trade negotiations, preferential trade agreements, the impact of multinational firms, and trade and economic development. Prerequisite: 250. **{S}** 4 credits
Lewis Davis
Offered Fall 2001, Fall 2002

206 International Finance
An examination of international monetary theory and institutions and their relevance to national and international economic policy. Topics include mechanisms of adjustment in the balance of payments; macroeconomic and exchange-rate policy for internal and external balance; international movements of capital; and the history of the international monetary system: its past crises and current prospects; issues of currency union and optimal currency area; and emerging markets. Prerequisite: 253. **{S}** 4 credits
Mahnaz Mahdavi
Offered Spring 2002, Spring 2003

209 Comparative Economic Systems
Survey of leading types of economic systems; considers contrasting roles of private and government sectors and variation in institutions. Analysis of Russia and East Europe's current successes and problems, as compared with China, Japan, and mixed capitalist economies such as Sweden, as well as with the United States and Western Europe. Comparison of economic performance stressing distributional equity as well as allocative efficiency

and economic growth. Prerequisite: 150. {S} 4 credits
Karen Pfeifer
Offered Fall 2002

211 Economic Development
An overview of major economic issues in the Third World (Asia, Latin America, Africa, and the Middle East). Examines theory, institutions, and development policy. Topics include trade, industrial and agricultural development, multinational investment, employment and technology, women in development, fiscal policy, and international financial issues (lending, balance of payments deficits, the debt crisis). Prerequisites: 150 and 153. {S} 4 credits
Nola Reinhardt
Offered Fall 2001, Fall 2002

213 The World Food System
Examination of international patterns of food production and distribution. Consideration given to major current issues, such as concentration in agricultural production and marketing, causes of world hunger, food dependency in Third World nations, technology transfer to the Third World, causes and consequences of multinational investment in Third World agriculture, and environmental considerations of modern agricultural technology. Prerequisites: 150 and 153. {S} 4 credits
Nola Reinhardt
Offered Spring 2002

214 Economies of the Middle East and North Africa
An economic survey of the region of the Middle East and North Africa. Topics include the economic transformation wrought by colonialism and the penetration by European capitalism, the continuing importance of integration of the region into the world market system, the variation among different paths of economic development, and their concomitant patterns of industrialization and agrarian and socioeconomic change. Prerequisites: 150 and 153. {S} 4 credits
Karen Pfeifer
Offered Fall 2002

306 Seminar: International Financial Markets
The 1990s is proving to be the decade of international finance and the globalization of financial markets. Some selected topics that illuminate this new integrated world of international financial markets are: foreign exchange systems and markets, international securities, international investment and portfolio management. Prerequisites: 206, 245, 190. Recommended 280. {S} 4 credits
Mahnaz Mahdavi
Offered Fall 2002

311 Seminar: Topics in Economic Development
Economic Development in East Asia.
In recent decades, many East Asian economies have experienced remarkable economic growth. This seminar will explore the nature of these "miracle economies." Has economic growth been coupled with equity? What are the causes of the high growth rates and recent collapse and is growth sustainable? Topics include trade, finance, industrial policies, industrial relations, business organization, technological development, and international financial inflows. Prerequisites: 211, and 250 or 253. {S} 4 credits
Nola Reinhardt
Offered Spring 2003

318 Seminar: Latin American Economics
The Latin American economies have undergone a dramatic process of economic collapse and restructuring since 1980. We examine the background to the collapse and the structural adjustment programs implemented in response. We consider the current status and future prospects of the region's economies. Prerequisites: 211, and 250 or 253, or permission of the instructor. {S} 4 credits
Nola Reinhardt
Offered Spring 2002

404 Special Studies
Admission by permission of the department, normally for majors who have had four semester courses in economics above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
Admission by permission of the department, normally for majors and minors who have had four semester courses in economics above the introductory level. Students contemplating a special studies should read the guidelines for special studies in the department's "Handbook for Prospective Majors."
8 credits
Full-year course; offered each year

The Major

Advisers: Mark Aldrich, Robert Averitt, Randall Bartlett, Robert Buchele, Deborah Haas-Wilson, Roger Kaufman, Frederick Leonard, Mahnaz Mahdavi, James Miller, Karen Pfeifer, Nola Reinhardt, Thomas Riddell, Elizabeth Savoca, Charles Staelin, Andrew Zimbalist.

Adviser for Study Abroad: Nola Reinhardt.

Basis 150 and 153.

Requirements: Ten semester courses including the basis, 190 (or MTH 245 and MTH 247 taken together), 250, 253, and one 300-level course (or honors thesis) taken at Smith or in the Five Colleges.

A student who passes the economics placement exam for ECO 150 or ECO 153, or who passes the AP examination in Microeconomics or Macroeconomics with a score of 4 or 5, may count this as the equivalent of ECO 150 or ECO 153, with course credit toward the major in economics. Students with AP or IB credit are urged to take the placement exams to ensure correct placement.

Economics credit will be given for public policy courses when taught by a member of the economics department.

The S/U grading option is not allowed for courses counting toward the economics major. An exception may be made in the case of 150 and 153.

Majors may spend the junior year abroad if they meet the college's requirements.

Majors may participate in the Washington Economic Policy semester at American University. See Thomas Riddell for more information.

Majors may also participate in the Semester-in-Washington Program and the Washington Summer Internship Program administered by the Department of Government and described under the government major.

The Minor

Advisers: Same as for the major.

Requirements: six courses in economics. Three of these courses must include the basis (150 and 153) and either 250 or 253. Crediting procedures are the same as for the major.

Honors

Director: Roger Kaufman.

Basis: 150 and 153.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001, Fall 2002

Requirements: 10 semester courses including the basis, 190, 250, 253, and a thesis counting for 8 credits.

Students may elect either a year-long thesis course (430d) or a fall semester course (431). The thesis for the year-long course must be submitted to the director by April 15. The thesis for the one-semester course must be submitted by the first day of classes of the following semester.

Examination: honors students must take an oral examination in economic theory, with emphasis on application to the field of the thesis.

Education and Child Study

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Alan L. Marvelli, Ed.D.
Sue J. M. Freeman, Ph.D., *Chair*
Alan N. Rudnitsky, Ph.D.

Associate Professor
Rosetta Marantz Cohen, Ed.D.

Assistant Professors
†[1] Susan M. Etheredge, Ed.D.
Sam Intrator, Ph.D.

Lecturers
Cathy Hofer Reid, Ph.D.
Cathy Weisman Topal, M.A.T.
Janice Gatty, Ed.D.
Bruce E. Willard, Ed.D.
Diane Stone, M.A.

Teaching Fellows
Kathleen Gorke., B.A.
Katherine R. Grimaldi, B.A.
Jessica Howell, B.A.
Kate McGowen, B.A.
Kathleen Mitchell, B.A.
Amy Steele, B.A.

Students who, irrespective of major, desire to comply with the varying requirements of different states for certificates to teach in public schools are urged to consult the department as early as possible during their college career.

340 Historical and Philosophical Perspectives and the Educative Process
A colloquium integrating foundations, the learning process, and curriculum. Open only to senior majors. **{S}** 4 credits
Sue Freeman
Offered Spring 2002, Spring 2003

Historical and Philosophical Foundations

110 Introduction to American Education
Changes and current issues in American education are examined from historical, philosophical, psychological, and sociopolitical perspectives. Includes directed observation in school settings. Not open to students who have had two or more courses in the department. **{S}** 4 credits
Lucy Mule
Offered Spring 2002

222 Modern Educational Classics
The Western conception of the educated person. Influence of Rousseau, Montessori, Dewey, and others in the modern tradition in schooling and society. **{S}** 4 credits
Rosetta Cohen
Offered Fall 2002

236 American Education
Evolution of American educational thought and institutions; the development of American education related to the growth of the nation and the changing social order. **{S}** 4 credits
Rosetta Cohen
Offered Spring 2003

342 Growing Up American: Adolescents and Their Educational Institutions
The institutional educational contexts through which our adolescents move can powerfully influence the growth and development of our youth. Using a cross-disciplinary approach, this course

will examine those educational institutions central to adolescent life: schools, classrooms, school extracurriculars, arts-based organizations, athletic programs, community youth organizations, faith-based organizations, and cyber-communities. Three issues will be investigated. First, what theoretical and sociocultural perspectives shape these educational institutions? Second, how do these institutions serve or fail the diverse needs of American youth? Lastly, how and under what conditions do these educational institutions matter to youth? **{S}** 4 credits
Sam Intrator
Offered Spring 2002

552 Perspectives on American Education
Required of all candidates for the M.A., the Ed.M., and the M.A.T. degrees. 4 credits
Rosetta Cohen
Offered Spring 2002, Spring 2003

Sociological and Cultural Foundations

200 Education in the City
Education problems of the inner city considered in the context of schools, teachers, students, and community. Enrollment limited to 35. **{S}** 4 credits
Sam Intrator
Offered Fall 2001, Fall 2002

210 Literacy in Cross-Cultural Perspective
The nature of literacy and its significance for both societies and individuals: key topics include cultural variations in its forms and uses, the processes and institutions by which it is transmitted across generations, and its role in development and education. This comparative and socio-cultural approach will be used to address current debates over such issues as the cognitive consequences of literacy, the determinants of success and failure in acquiring it, and its relationship to patterns of power and inequality in contemporary society. Prerequisite: 235 or permission of the instructor. **{S}** 4 credits
Lucy Mule
Offered Spring 2002

232 Foundations of Secondary Education
A study of the American secondary school as a changing social institution. An analysis of teachers, students, curriculum, and contemporary problems. Directed classroom observation. Not open to first-year students. **{S}** 4 credits
Rosetta Cohen
Offered Fall 2001, Fall 2002

234 Problems and Issues in American Education
As the social institution appointed to educate our children, schools often find themselves at the center of vigorous public debate. This course examines these controversies by exploring how broad social, cultural, and political forces influence the way schools respond to the following questions: What counts as success and how do we measure achievement in our educational system? How should teachers teach? What should students learn? How should our democracy organize and operate our educational system? How do individual and socio-cultural differences manifest in the educational experiences of our youth? How will our increasing diversity and proliferating technologies impact the structure and character of schooling? Enrollment limited to 35. **{S}** 4 credits
Sam Intrator
Offered Fall 2001

237 Comparative Education
The relation of informal and formal educational values in the creation of national cultures. Analysis of undeveloped and advanced societies. Problems of contemporary education in an intercultural world. **{S}** 4 credits
Lucy Mule
Offered Fall 2001

Learners and the Learning Process

235 Child and Adolescent Growth and Development
A study of theories of growth and development of children from birth through adolescence; basic considerations of theoretical application to the educative process and child study. Directed obser-

vations in a variety of child-care and educational settings. Enrollment limited to 55. **{S}** 4 credits
Thomas Bernard, Janice Gatty
Offered Fall 2001, Spring 2002

238 Educational Psychology
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships, and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 55. **{S/N}** 4 credits
Alan Rudnitsky
Offered Spring 2002, Fall 2002

239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits
Sue Freeman
Offered Fall 2001

249 Children Who Cannot Hear
Educational, social, scientific, and diagnostic consideration. Examination of various causes and treatments of hearing losses; historical and contemporary issues in the education of deaf children. **{S}** 4 credits
Alan Marvelli
Offered Spring 2002, Spring 2003

510 Human Development and Education
This course examines basic approaches to the study of human development, drawing on theoretical perspectives and empirical studies. Students study the complex ways that individual and sociocultural elements interact in the formation of mind, body, and spirit from infancy through adolescence. Bridging theory and practice in the fields of human development and education is the primary focus of this course. 4 credits
Janice Gatty, Susan Etheredge
Offered Fall 2001, Spring 2003

Curriculum and Instruction

231 Foundations and Issues of Early Childhood Education
The purpose of this course is to explore and examine the basic principles and curricular and instructional practices in early childhood education. Students begin this examination by taking a close look at the young child through readings and discussion, classroom observations, and a prepracticum in an early childhood setting. The course also traces the historical and intellectual roots of early childhood education. This will lead students to consider, compare, and contrast a variety of programs and models in early childhood education. **{S}** 4 credits
To be announced, Susan Etheredge
Offered Fall 2001, Fall 2002

332 Children's Literature
In this class we will explore children's literature from four perspectives: how children's books stack up as literature; how they speak to issues in children's development; how they reflect and shape social issues and values; and how love of writing and reading good literature can be developed in the classroom. Admission by permission of the instructor. Enrollment limited to 55. **{S}** 4 credits
To be announced
Offered Spring 2002

333 Information Technology and Learning
This course examines the design, use, and effects of educational technology. Particular attention is paid to how computers can be used to best structure, present and influence learner interaction with information. To consider these questions, students will learn a variety of applications. These will include the use of and design for the World Wide Web, multimedia authoring, semantic networking, and the logo computer language. While the course requires extensive work with computers, it is intended for beginners with an interest in teaching and learning. Permission of the instructor is required. **{S}** 4 credits
Alan Rudnitsky
Offered Spring 2002, Spring 2003

338 Children Learning to Read
This course examines teaching and learning issues related to the reading process in the preschool and elementary classroom. Students develop a theoretical knowledge base for the teaching of reading to guide their instructional decisions and practices in the classroom setting. Understanding what constitutes a balanced reading program for all children is a goal of the course. Students spend an additional hour each week engaged in classroom observations, study group discussions, and fieldwork. Prerequisite: EDC 238. Open to juniors and seniors only. **{S}** 4 credits
Susan Etheredge
Offered Spring 2003

347 Individual Differences Among Learners
Examination of research on individual differences and their consideration in the teaching-learning process. Research and field work required. Prerequisites: 235 and 238 and permission of the instructor. **{S}** 4 credits
Sue Freeman
Offered Spring 2002, Spring 2003

305 The Teaching of Visual Art
Methods and materials for teaching visual arts in the elementary classroom. Designed for education majors with no previous visual arts experience. A practicum involving classroom teaching is required. Admission by permission of the instructor. **{S/A}** 4 credits
Cathy Topal
Offered Spring 2002, Spring 2003

345d Preschool and Elementary Curriculum and Methods
A study of the curriculum and the application of the principles of teaching in the preschool and elementary school. Two class hours and a practicum involving directed classroom teaching. Prerequisite: three courses in the department taken previously, including 235a or b, grade of B- or better in education courses.. Admission by permission of the department. Preregistration meeting scheduled in April. **{S}** 12 credits
Alan Rudnitsky (Fall), To be announced (Spring)
Full-year course; offered each year

346 Reflective Practice in Secondary Schools
Two class hours and the practicum for secondary teaching. Presentations by master teachers. Recommended background: 232a. Admission by permission of the instructor. **{S}** 4 credits
Lucy Mule, Sam Intrator
Offered Fall 2001, Spring 2002, Spring 2003

ENG 490 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and Seniors only. **{L}** 4 credits
Sam Scheer, Rosetta Cohen
Offered Spring 2002, Spring 2003

HST 490 Teaching History
Discussion of primary sources and ways of using and interpreting them in high school history courses. The first half of the semester will be devoted to developing a course unit on a specific topic. The second half will consider additional types of source materials from a range of times and places in human history. Seminar: enrollment limited to 15. **{S}** 4 credits
To be announced
Offered Spring 2002, Spring 2003

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. **{F}** 4 credits

548 Student Diversity and Classroom Teaching
An examination of difference, including cognitive and affective development, race, ethnicity, sex,

class, and their consideration in teaching and learning. Also, special needs and the multilanguage classroom as factors in classroom teaching and student learning. Research and field work required. **{S}** 4 credits
Sue Freeman
Offered Fall 2001, Fall 2002

554 Cognition and Instruction
A course focusing on the latest developments in cognitive science and the potential impact of these developments on classroom instruction. Open to seniors by permission of the instructor. 4 credits
Alan Rudnitsky
Offered Fall 2001, Fall 2002

FRN 559 The Teaching of French
Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include: teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize, and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to students preparing for teacher certification. **{F}** 4 credits

Smith College and Clark School for the Deaf Graduate Teacher Education Program

Foundations of Education of the Deaf

564 Perspectives on the Education, Guidance and Culture of the Deaf
History of the education of the deaf. Educational, vocational and social issues affecting deaf children and adults in our society. 2 credits
Alan Marvelli

568 Psychology of Exceptional Children
Growth and development of children, significance of early experiences. Personality development and its relation to problems of formal learning for both hearing children and the deaf and hard of hearing. 2 credits
Yvonne Mullen

573 Audiometry, Acoustics and the Role of the Teacher
A. Auditory feedback loop, from speech production to perception. B. Cochlear Implants: Introduction—History of cochlear implant development. Biological implications. Candidacy. Ethical issues. Surgical preparation. Hardware, programming, troubleshooting. Habilitation and classroom application—signal processing, speech perception, speech production, language, evaluation. C. Communication Access Assistive Devices. D. Audiograms, amplification, classroom acoustics, IEP's—putting it all together. Prerequisites: EDC 565 and 566. Limited to candidates for the M.E.D. degree. **(E)** 2 credits
Hollis Altman, Diane Judd, Danial Salvucci
(Clarke School adjunct faculty)
Offered Spring 2002

Speech Science and Audiology

565 Hearing, Speech and Deafness
4 credits
Hollis Altman and Arthur Boothroyd

Part I. Nature of Sound
Anatomy and physiology of hearing. Processes of auditory perception. Anatomy, physiology and acoustics of speech. Types, causes and consequences of hearing impairment. Characteristics of the speech of deaf children.

Part II. Nature of Communication
Speech as a code for language. Speech perception and the effects of sensorineural hearing loss. Auditory training and lip-reading instruction. Use of hearing in the development of speech-production skills.

566 Audiometry, Hearing Aids and Auditory Training
Sound perception in hearing, hard of hearing and deaf individuals. Methods and equipment for testing and developing sound perception skills.
2 credits
Hollis Altman

Language and Communication

561 Developing Auditory/Oral Communications in Deaf Children
A detailed analysis of speech production covering phonetic transcription and developing and improving speech readiness, voice quality, speech breathing, articulation, rhythm, phrasing, accent and fluency. Demonstration plus extensive speech lab and classroom teaching experiences. 6 credits
Patricia Blinn

562 Developing Language Skills in Deaf Children
Principles and techniques used in development of language with deaf children. Study of linguistics and psycholinguistics. Consideration is given to traditional and modern approaches to language development. 4 credits
Pamela Paskowitz

567 English Language Acquisition and Deafness
A psycholinguistic account of English language acquisition of hearing and deaf children. Both theory and empirical research are stressed, and links are made to contemporary developments in language assessment and intervention. 4 credits
Peter A. de Villiers

Curriculum and Instruction

563 Elementary School Curriculum, Methods and Media for the Deaf
Principles and methods of the teaching of reading; classroom procedures for the presentation of other school subjects. Uses of texts and reference materials, plus summer sessions devoted to media development and utilization, microcomputer operations and word processing. 4 credits
Members of the faculty

Student Teaching

569 Observation and Student Teaching
A minimum of 400 hours of observation and student teaching of deaf children in educational levels from preschool through eighth grade, in self-contained residential and day settings, plus integrated day classes. 8 credits
Members of the faculty

Education of the Deaf

571 Introduction to Signing and Deaf Culture
Development of basic receptive and expressive skills in American Sign Language and fingerspelling. Considerations of issues related to deafness and deaf culture. Participation in activities of the deaf community. 4 credits
Ruth P. Moore

572 The Deaf Child: 0–5 Years
The effects of deafness on the development of children and their families during the first five years of life. Topics such as auditory, cognitive, language, speech, social and emotional development in deaf infants and young children are discussed. Parent counseling issues such as emotional reactions to deafness, interpretation of test results and making educational choices are also presented. 4 credits
Janice Gatty

Special Studies

400 Special Studies
1 to 4 credits
Offered both semesters each year

The Major

Requirements: 10 semester courses selected in consultation with the major adviser: usually these will consist of one course in the Historical and Philosophical Foundations (EDC 110 cannot be used to fulfill this requirement); one course in the Sociological and Cultural Foundations; two courses in The Learning Process; one course in Curriculum and Instruction; EDC 345d; two additional courses, one of which must be an advanced course; EDC 340 taken during the senior year.

Students may elect to major without practice teaching experience by fulfilling an alternative course of study developed in consultation with the major adviser and with approval of the department.

Advisers: Members of the Department.

Adviser for Study Abroad: Sue Freeman.

Director of Teacher Education: Alan Marvelli.

Teacher/Lecturers—Elementary and Early Childhood Program
Tiphareth Ananda, B.A.
Penny Block, Ed.M.
Gina Bordoni-Cowley, M.Ed.
Elizabeth Cooney, A.B.
Michelle S. Dilts, Ed.M.
Katherine First, M.Ed.
Marie A. Frank, M.Ed.
Martha N. Guzowski, Ed.M.
Rita F. Harris, B.S.
Elisabeth Grams Haxby, Ed.M.
Janice Henderson, Ed.M.
Lara Ramsey, Ed.M.
Julie R. Robinson, Ed.M.
Janice Marie Szymaszek, Ed.M.
Gary A. Thayer, B.A.
Barry J. Wadsworth, Jr., M.A.T.
Thomas M. Weiner, M.Ed.

The Minor

Required courses: EDC 235, Child and Adolescent Growth and Development; EDC 238, Educational Psychology.

Areas of concentration: four courses from an area of concentration. Courses accompanied by an (e) on the following list are electives. The specific courses taken by a student are worked out with a faculty adviser.

Requirements For Programs Leading To Teacher Certification

Secondary Teacher (9–12) in the following fields:

English
History
Mathematics
Biology
Social Studies
French
Spanish
Physics
Chemistry
Earth Science
General Science
Visual Art

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in the appropriate discipline
- one course (or equivalent experience) in the use of information technology
- complete the following courses in Education and Child Study:

EDC 232	Foundations of Secondary Education
EDC 238	Educational Psychology
EDC 342	Growing Up American
EDC 347	Individual Differences Among Learners
EDC 346	Reflective Practice in Secondary Schools

GRADUATE

- completion of Master of Arts in Teaching degree
- departmental assessment of subject matter preparation and background in the use of information technology
- complete the following courses in Education and Child Study:

EDC 556	Learning in Classrooms (Summer Program)
EDC 559	Clinical Internship in Teaching I (Summer Program)
EDC 559	Clinical Internship in Teaching II
EDC 552	Perspectives on American Education
EDC 548	Student Diversity and Classroom Teaching
EDC 510	Human Development and Education
or	
EDC 554	Cognition and Instruction

Four advanced courses in the subject area

Elementary Teacher (1–6) and Early Childhood Teacher (N–3)

UNDERGRADUATE

- meet course distribution requirements for Latin honors (with exception of foreign language)
- major in a liberal arts discipline
- one course (or equivalent experience) that emphasizes the use of information technology
- complete the following courses in Education and Child Study:
  - EDC 235 Child and Adolescent Growth and Development
  - EDC 238 Educational Psychology
  - EDC 347 Individual Differences Among Learners
  - EDC 345d Preschool and Elementary Curriculum and Methods
- one course in either historical and philosophical or sociological and cultural foundations of education (not EDC 110)
- one course in the area of early childhood education (for Early Childhood Teacher)

GRADUATE

- completion of Master of Education degree
- departmental assessment of subject matter preparation and background in the use of information technology
- departmental assessmen. of subject matter knowledge in early childhood education (for Early Childhood Teacher)
- completion the following courses in Education and Child Study:
  - EDC 556 Learning in Classrooms (Summer Program)
  - EDC 559 Clinical Internship in Teaching I (Summer Program)
  - EDC 559 Clinical Internship in Teaching II
  - EDC 552 Perspectives on American Education
  - EDC 548 Student Diversity and Classroom Teaching
  - EDC 510 Human Development and Education
  - EDC 554 Cognition and Instruction

  Two electives—selected to address assessed needs in specific areas of competence

a. Special Needs

Adviser: Sue Freeman.

EDC 248 Individuals with Disabilities
EDC 249 Children Who Cannot Hear (e)
EDC 339 Reading Problems in School Learning (e)
EDC 347 Individual Differences Among Learners (e)
EDC 350 Learning Disabilities (e)
EDC 353 Education of the Gifted (e)

b. Child Development/Early Childhood

Adviser: Susan Etheredge.

EDC 231 Foundations and Issues of Early Childhood Education
EDC 341 The Child in Modern Society (e)
EDC 345d Preschool and Elementary Curriculum and Methods (e)
EDC 347 Individual Differences Among Learners (e)

c. Learning and Instruction

Adviser: Alan Rudnitsky.

EDC 232 Foundations of Secondary Education (e)
EDC 333 Information Technology and Learning (e)
EDC 338 Children Learning to Read (e)
EDC 345d Preschool and Elementary Curriculum and Methods (e)
EDC 356 Curriculum Principles and Design (e)
EDC 540 Critical Thinking and Research in Education (e)
EDC 554 Cognition and Instruction (e)

d. Secondary Teaching

Advisers: Rosetta Cohen, Sam Intrator.

EDC 232 Foundations of Secondary Education
EDC 342 Growing Up American
EDC 346 Reflective Practice in Secondary Schools
EDC 347 Individual Differences Among Learners (e)

- One course from Historical and Philosophical Foundations or Sociological and Cultural Foundations

e. Education Studies

Adviser: Sam Intrator.

This minor does not require EDC 235 and EDC 238.

Six courses from:
EDC 120 Education and the Liberal Arts
EDC 221 Classical Education
EDC 222 Modern Educational Classics
EDC 232 Foundations of Secondary Education
EDC 234 Modern Problems of Education
EDC 236 American Education
EDC 237 Comparative Education
EDC 336 Seminar in American Education

Student-Initiated Minor

Requirement: EDC 235 and EDC 238, the approval of a faculty adviser, and permission from the members of the department in the form of a majority vote.

Honors

Director: Rosetta Cohen.

431 Thesis
8 credits
Offered first semester each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: those listed in the major; thesis (431, 432d) pursued either in the first semester of or throughout the senior year.

An examination in the candidate's area of concentration.

Graduate

Advisers: Members of the department.

510 Human Development and Education

540 Critical Thinking and Research in Education

552 Perspectives on American Education
Offered both semesters each year

554 Cognition and Instruction

548 Student Diversity and Classroom Teaching

559 Clinical Internship in Teaching II
4 credits
Offered both semesters each year

567 English Language Acquisition and Deafness

580 Advanced Studies
Open to seniors by permission of the department.
4 credits
Members of the department

Massachusetts Educator Certification Tests

The Smith College pass rate on the Massachusetts Educator Certification Tests for the academic year 1999–2000 was 92%. For additional information and a full report, please contact the Department of Education and Child Study.

Engineering

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
Domenico Grasso, Ph.D., P.E., *Chair*

Associate Professor
Borjana Mikic, Ph.D.

Assistant Professors
Susan Voss, Ph.D.
Andrew Guswa, Ph.D.
Donna Riley, Ph.D.

Visiting Professor
Glenn Ellis, Ph.D.

A liberal arts education involves the acquisition of general knowledge to develop the ability for reasoned judgment and to prepare graduates to live full and rewarding lives. In a technologically rich era, engineering must become an integral part of the liberal arts environment. Engineering, often referred to as the application of scientific and mathematical principles in the service of humanity, is the bridge that connects the basic sciences and mathematics to the humanities.

100 Designing the Future: An Introduction to Engineering
Introduction to engineering through participation in a semester-long team-based design project. Students will develop a sound understanding of the engineering design process, including problem definition, background research, identification of design criteria, development of metrics and methods for evaluating alternative designs, prototype development, and proof of concept testing. Working in teams, students will present their ideas frequently through oral and written reports. Reading assignments, in-class discussions, and local field trips, students will challenge students to critically analyze contemporary issues related to the interaction of technology and society. (E) **{N}** 4 credits
Borjana Mikic, Susan Voss
Offered both semesters each year

101 Building Big: Analysis and Interpretation of Large Structures
This course will examine the development of large structures (towers, bridges, domes, dams, canals and tunnels) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it will introduce students to the interpretation of significant works from the scientific, social, and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower, and the Big Dig. **{S/N/A}** 4 credits
Andrew Guswa
Offered Fall 2001, Fall 2002

110 Fundamentals of Environmental Engineering
The course provides a quantitative introduction to the description and solution of environmental quality problems. Beginning with a holistic overview of engineering principles that are generally applicable to defining natural and anthropogenic environmental perturbations, the course will subsequently explore specific applications in water and air pollution, hazardous waste management, and global climate change and sustainable development. Course content will have a substantial focus on quantitative analysis. Prerequisites (or corequisites): MTH 111, CHM 111 or permission of the instructor.
{N} 4 credits
Domenico Grasso
Offered Spring 2002, Spring 2003

MTH 204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: MTH 112 or MTH 114 or permission of the instructor. {M} 4 credits
Christophe Golé
Offered Spring 2002, Spring 2003

220 Engineering Circuit Theory
Analog and digital circuits are the building blocks of computers, medical technologies, and all things electrical. This course introduces both the fundamental principles necessary to understand how circuits work and mathematical tools that have widespread applications in areas throughout engineering and science. Topics include: Kirchhoff's laws, Thévenin and Norton equivalents, superposition, responses of first-order and second-order networks, time-domain and frequency-domain analyses, frequency-selective networks, digital and analog electronics. Prerequisites (or co-requisites): PHY 116 and PHY 210 (or equivalents) or permission of the instructor. {N} 4 credits
Susan Voss
Offered Fall 2001, Fall 2002

260 Chemical Engineering Principles
This course provides an introduction to fundamental principles that govern the design and analysis of chemical processes. The conversion of mass and energy will serve as the basis for the analysis of steady-state and transient behavior of reactive and non-reactive systems. Specific topics covered will include a review of basic thermodynamics, behavior of ideal and real gases, phase equilibria, and an application of these principles to the concept of industrial ecology. Prerequisites: MTH 112, CHM 111. {N} 4 credits
Domenico Grasso
Offered Fall 2001, Fall 2002

270 Continuum Mechanics I
This is the first course in a two-semester sequence designed to introduce students to fundamental theoretical principles and analysis of mechanics of continuous media, including solids and fluids. Topics covered in this year-long sequence include statics, strength of materials, dynamics, and fluid mechanics introduced through common conservation equations and principles of accounting. A combined theoretical, experimental, and computational approach to problem solving will be employed. Historical perspective will be provided through relevant case studies and readings. Prerequisite: PHY 115, MTH 112 (or the equivalent) or permission of the instructor. {N} 4 credits
Borjana Mikic
Offered Fall 2001, Fall 2002

290 Engineering Thermodynamics and Heat Transfer
Modern civilization relies profoundly on efficient production, management, and consumption of energy. Thermodynamics is the science of energy transformations involving work, heat, and the properties of matter. Engineers rely on thermodynamics to assess the feasibility of their designs in a wide variety of fields including chemical processing, pollution control and abatement, power generation, materials science, engine design, construction, refrigeration, and microchip processing. Course topics include: first and second laws of thermodynamics, power cycles, combustion and refrigeration, phase equilibria, ideal and non-ideal mixtures, conductive, convective, and radiative heat transfer. Prerequisites (or co-requisites): PHY 115 and MTH 112 or 114 (or the equivalents) or permission of the instructor. {N} 4 credits
Donna Riley
Offered Fall 2001, Fall 2002

400 Special Studies
Variable credit 1–4 as assigned

The Major

The value of more liberally educated engineers, who typically bring strong communication and abstract reasoning skills to their work, has recently been acknowledged by the national engineering accrediting board, which has moved to give greater weight to the liberal arts in designing curricular standards. Consequently, the engineering major will be based on a rigorous plan of study that will be integrated with the liberal arts.

Institutional approval of the requirements for the major is in process.

Smith offers an undergraduate curriculum leading to a degree in Engineering Science, the broad study of the theoretical scientific underpinnings that govern the practice of all engineering disciplines. The American Society for Engineering Education, identifying the critical need for broadly educated engineers, points out that the design of an engineering curriculum should "recognize the pitfalls of overspecialization in the face of an increasing demand for graduates who can demonstrate adaptability to rapidly changing technologies and to increasingly complex multinational markets."

An integral and critical component of the program will be a continuous emphasis on the use of enginering science principles in design. This will culminate in a final design project that incorporates broad-based societal aspects. Students will be encouraged to pursue a corporate and/or research internship to supplement their classroom instruction.

Engineers must be able to communicate effectively and work in team settings. Smith's highly regarded, writing-intensive first year curriculum will ensure that engineering students begin their engineering curriculum with appropriate communication skills that they can continue to refine during the remainder of their studies. Virtually every engineering course offered at Smith will incorporate elements of team work and oral/written communications.

In addition to majoring in engineering at Smith, students may pursue engineering studies through two other options. The first is a 3–2 dual degree program with the Thayer School of Engineering at Dartmouth College where students spend three years at Smith and two years at Dartmouth. Students interested in this dual degree program should note that the curriculum, similar to Smith's own major in engineering, is very challenging and requires solid preparation in math and science during the first two years. Graduates of this program will receive an A.B. from Smith and a B.E. from Dartmouth. The second option is an engineering minor. The minor requires a minimum of 24 credits of study in engineering.

As a result of the program's nascent stature, details of the major and minor are best obtained directly from the program office.

English Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Harold Lawrence Skulsky, Ph.D.
**[1] Dean Scott Flower, Ph.D.
†[1] William Allan Oram, Ph.D.
Jefferson Hunter, Ph.D.
*[2] Douglas Lane Patey, Ph.D.
Charles Eric Reeves, Ph.D.
Ronald Russell Macdonald, Ph.D.
Elizabeth Wanning Harries, Ph.D. (English Language and Literature and Comparative Literature), Chair
†[1] Sharon Cadman Seelig, Ph.D.
Michael Gorra, Ph.D.
Richard Millington, Ph.D.
Nora F. Crow, Ph.D.

Elizabeth Drew Professor
Sigrid Nunez

Grace Hazard Conkling Writer-in-Residence
Henri Cole

Associate Professors
**[2] Patricia Lyn Skarda, Ph.D.
*[2] Craig R. Davis, Ph.D.
Gillian Kendall, Ph.D.
†[2] Nancy Mason Bradbury, Ph.D.
†[2] Cornelia Pearsall, Ph.D.

Assistant Professors
Luc Gilleman, Ph.D.
†[1] Ambreen Hai, Ph.D.
Floyd Cheung, Ph.D.
Michael Thurston, Ph.D.

Senior Lecturers
Robert Ellis Hosmer, Jr., Ph.D.
Ann E. Boutelle, Ph.D.

Lecturers
Julio Alves, Ph.D.
James Hicks, Ph.D.
Debra L. Carney, M.F.A.
Holly Davis, M.A.
Mary Koncel, M.F.A.
Brian Turner, M.F.A.
Ellen Doré Watson, M.F.A.
Sara London, M.F.A.
Janis Greve
Samuel Scheer

The purpose of the English major is to develop a critical and historical understanding of British and American literature and language. Throughout their study of literature at Smith, English majors are also encouraged to take allied courses in classics, other literatures, history, philosophy, religion, art, and theatre.

First-Level Courses in Writing

ENG 118 may be repeated, but only with a different instructor and with the permission of the director. Students who received scores of 4 and 5 on the Advanced Placement tests in English Language and Literature and English Language and Composition may receive 4 credits each, providing they do not take English 118.

118 Colloquia in Writing
In sections limited to 15 students each, this course primarily provides systematic instruction and practice in reading and writing academic prose, with emphasis on argumentation. The course also provides instruction and practice in conducting research and in public speaking. Bilingual students and non-native speakers are especially en-

couraged to register for sections taught by Julio Alves. Priority will be given to incoming students in the fall-semester sections. 4 credits
Directors: Julio Alves (Fall 2001), *Holly Davis* (Spring 2002)
Sections as listed below:

Writing, Identity, and Culture
Practice in writing essays of observation, analysis, and argument. Readings cover a range of subjects from questions of personal identity to public issues of culture and politics. A strong focus on working with sources and developing research skills. **WI**
Brian Turner
Offered Fall 2001

Diversity, Community, and the Complexities of Difference
Reading and writing analytic texts about the development of racial identity and related issues. Topics include ethnic identity, racism, naming and identity, affirmative action, and the model minority myth. **WI**
Julio Alves
Offered Fall 2001

The Politics of Language
Reading, thinking, and writing about the forces that govern and shape language. A series of analytical essays will focus on issues such as political correctness, obscenity, gender bias in language, and censorship. **WI**
Holly Davis
Offered Fall 2001, Spring 2002

Conflicts and Connections
Writing analytical essays in response to works by international authors on such topics as rites of passage, work, education, race, feminism and social policies. **WI**
Mary Koncel, Debra Carney
Offered Fall 2001

American Identities
Reading and writing analytic texts on identity politics. Topics include family relations, personal and group identity, oppression and violence, and activism. **WI**
Julio Alves
Offered Spring 2002

First-Level Courses in Literature

112 Reading Contemporary Poetry
This course offers the opportunity to read contemporary poetry and meet the poets who write it. Class sessions, led by the director of the Poetry Center, will alternate with readings by visiting poets. Graded Satisfactory/Unsatisfactory only. **{L}**
1 credit
Ellen Doré Watson
Offered Fall 2001, Spring 2002

120 Colloquia in Literature
Each colloquium is conducted by means of directed discussion, with emphasis on close reading and the writing of short analytical essays. Priority will be given to incoming students in the fall-semester sections of the colloquia. Other students should consult the course director about possible openings. 4 credits
Directors: Eric Reeves, (Fall 2001);
Gillian Kendall, (Spring 2002)

Fiction
A study of the novel, novella, and short story, stressing the formal elements of fiction, with intensive analysis of works by such writers as Austen, Dickens, James, Faulkner, Joyce, Lawrence, and Woolf. **{L} WI**
Robert Hosmer, Michael Gorra, Sara London
Offered Fall 2001, Spring 2002

Literature of the Wasteland
A study of how literary texts depict a human landscape without purpose or promise, without meaning or redemption. Readings in Dante, Shakespeare, Conrad, Faulkner, Eliot, Beckett, and others. **{L} WI**
Eric Reeves
Offered Fall 2001

The Gothic in Literature
Terror, guilt, and the supernatural in novels, tales, and poems from the 18th to the 20th century.

Authors include Walpole, Lewis, Austen, Coleridge, Mary Shelley, Byron, the Brontës, and James. **{L} WI**
Nora F. Crow
Offered Fall 2001

Modern Irish Writing
An introduction to the major Irish poets and storytellers of the 20th century, with some attention to drama and autobiography. Readings in Joyce, Yeats, Beckett, Frank O'Connor, Edna O'Brien, Heaney, Kavanaugh, and others. **{L} WI**
Michael Thurston
Offered Fall 2001

Mysteries and Investigations
A study of fiction, plays, and poetry about the investigation of mysteries, the ciphering and deciphering of plots, the guilt of investigators, and dubious solutions. Fiction by Poe, Dickens, Doyle, Faulkner, and others. Plays by Sophocles, Shakespeare, and Stoppard. A film by Hitchcock and poetry by Dickinson, Robinson, Frost, and Bishop. **{L} WI**
Nancy Bradbury
Offered Fall 2001

Reading and Writing Short Poems
Reading of lyric poetry from the point of view of the poet. Selected poems from Donne to the present. Writing includes critical essays, imitations, and original poetry. **{L} WI**
Ann Boutelle
Offered Fall 2001, Spring 2002

Modern Drama
Reading of a selection of modern and contemporary plays that investigate problems of language and identity. Playwrights to include Pinter, Stoppard, Churchill, Handke, Pomerance, Albee, Rabe, O'Neill, Beckett, Shaffer, Pirandello. **{L} WI**
Luc Gilleman
Offered Fall 2001

Shakespeare and Film
A study of the way filmmakers edit, distort, clarify, and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V, Macbeth, A Midsummer Night's Dream, The Taming of the Shrew, The Tempest,* and *Hamlet* or *King Lear*. **{L} WI**
Jefferson Hunter, Gillian Kendall
Offered Fall 2001, Spring 2002

Reading the Landscape
A study of the ways in which literature—mainly essays, poems, and narrative—has been used to understand and value the landscape. Attention to issues of landscape design, ecology, "wilderness," farming, and intervention. Emphasis on how writers design and shape, rather than merely react to, their natural environments. Discussion of such figures as Henry David Thoreau, Rachel Carson, Wendell Berry, Mary Oliver, Robert Frost, Mary Austin, Ann Zwinger, and Barry Lopez. Writing about landscapes and at least one field trip will be part of the experience. Enrollment limited to 20. **{L} WI** 4 credits
Dean Flower
Offered Fall 2001

Reading and Writing Short Stories
Reading of short stories from the point of view of the would-be writer, with special attention to such problems as dialogue, narration, characterization, and style. Writing includes analysis, imitation or parody, and original stories. **{L} WI**
Sara London
Offered Fall 2001

Coming of Age Narratives
A study of literature that tells stories of growing up and examines the construction of identity in terms of masculinity, femininity, sexuality, ethnicity and race. We will look at the narrative conventions of coming-of-age stories across different genres, while investigating the question of what constitutes a "self." Readings will include several fairy tales; poetry of Emily Dickinson and Louisa Gluck; novels by Edith Wharton, Edmund White, Gish Jen and Julia Alvarez; a memoir by Susanna Kaysen; stories by Ernest Hemingway, Ann Petry, Hisaye Yamamoto and Sherman Alexie. **{L} WI**
Janis Greve
Offered Spring 2002

170 The English Language
An introductory exploration of the English language, its history, current areas of change, and

future. Related topics such as how dictionaries are made and the structure of the modern publishing industry. Students will learn about editing, proofreading, and page layout; the course will also entail a comprehensive review of grammar and punctuation. **{L} WI**
Douglas Patey
Offered Spring 2002

199 Introduction to Literary Study
This course teaches the skills that enable us to read literature with understanding and pleasure. By studying examples from a variety of periods and places, students will learn the workings of poetry, prose fiction, and drama, and how to interpret them and make use of interpretations by others. English 199 seeks to produce perceptive readers who are well equipped to take on complex texts. Readings in different sections will vary, but all will involve active discussion and frequent writing. **{L} WI** 4 credits
Directo: Nancy Bradbury
Nancy Bradbury, Elizabeth Harries, James Hicks, Michael Thurston, Richard Millington
Offered both semesters each year

Second-Level Courses

Letters in square brackets after courses indicate which category of major requirement number 3 each fulfills.

200 The English Literary Tradition I
A study of the English literary tradition from the Middle Ages through the 18th century. Recommended for sophomores. Open to first-year students with SAT verbal score of 710 or higher and students with English AP score of 4 or 5 **[3a] {L} WI** 4 credits
Director: Douglas Patey
Members of the department
Offered each year in the Fall

201 The English Literary Tradition II
A study of the English literary tradition from the 19th century to modern times. **{L} WI** 4 credits
Director: Cornelia Pearsall
Members of the department
Offered each year in the Spring

211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **[3e] {L}** 4 credits
Douglas Patey
Offered Spring 2002

212 Telling and Retelling
A study of recent novels and their famous antecedents. What are the pleasures of reading? What do we need to know to be good readers of contemporary fictions that revise or at least allude to work of the past? Texts include *Jekyll and Hyde* and *Mary Reilly; Jane Eyre* and *Wide Sargasso Sea*; *King Lear* and *A Thousand Acres; Tess of the d'Urbervilles* and *The French Lieutenant's Woman; Pride and Prejudice* and *Presumption: An Entertainment*; *Possession*. Recommended for non-majors. **{L}** 4 credits
Patricia Skarda
Offered Spring 2002

216 Chaucer
His art and his social and literary background. Emphasis on the *Canterbury Tales*. Students should have had at least two semester courses in literature. Enrollment limited to 25. **[3a] {L}** 4 credits
Ronald Macdonald, Nancy Bradbury
Offered both semesters each year

217 Old Norse
An introduction to the language and literature of medieval Iceland, including the mythological texts and the family sagas. **[3a] {L/F}** 4 credits
Craig Davis
Offered Fall 2001

218 Norse Poetry and Prose
A close reading and in-class translation of *Voluspa* "The Witch's Vision" and other poems of prophecy, wisdom, praise, grief, love, war, and magical incantation. We will also translate *Hrafnkel's Saga*, the classic "short saga" of a young settler's violent career as priest of the god Freyr and one of the founding chieftains of the Icelandic Commonwealth. The semester will conclude with an introduction to the later *futhark* and a selection of runic inscriptions recovered from Greenland to Byzantium. Prerequisite: English 217 or the equivalent. **[3a] {L/F}**
Craig Davis
Offered Spring 2002

220 16th-Century Literature
Passion and Despair in the English Renaissance. Ovidian, Platonic, Petrarchan and Romance traditions of love as they are questioned and reformulated by Renaissance writers. Lyric and narrative poetry by Wyatt, Shakespeare, Marlowe, Sidney, Spenser, Lady Mary Wroth and others. **{L}**
4 credits
Gillian Kendall
Offered Fall 2001

222 Shakespeare
A Midsummer Night's Dream, As You Like It, I Henry IV, Measure for Measure, King Lear, Macbeth, Coriolanus, The Tempest. Enrollment in each section limited to 25. Not open to first-year students. **[3a] {L}** 4 credits
Director, Ronald Macdonald
Ronald Macdonald, Harold Skulsky
Offered each year in the Fall

223 Shakespeare
Romeo and Juliet, Richard II, Hamlet, Twelfth Night, Troilus and Cressida, Othello, Antony and Cleopatra, The Winter's Tale. Enrollment in each section limited to 25. Not open to first-year students. **[3a] {L}** 4 credits
Director, Harold Skulsky
Harold Skulsky, Gillian Kendall, Eric Reeves
Offered each year in the Spring

226 17th-Century Poetry
An exploration of the remarkable variety of 17th-century lyric poetry, which includes voices secular and sacred, witty and devout, bitter and sweet, male and female. Attention to poetic forms, conventions, and imagery, to response and adaptation of those forms. Particular emphasis on Donne, Jonson, Herbert, and Marvell, set in the context of their time and their conteporaries. **[3a] {L}**
4 credits
Harold Skulsky
Offered Spring 2002

228 Milton
The last major Renaissance humanist in his multiple role as revolutionary libertarian, master of baroque style, educational theorist, and Attorney for the Defense of God. Enrollment limited to 25. **[3a] {L}** 4 credits
Harold Skulsky, Eric Reeves
Offered both semesters each year

234 Pope, Swift, and Their Circle
Discussion of the major figures, Pope and Swift, together with their contemporaries Defoe, Prior, Addison, and Gay. **[3b] {L}** 4 credits
Nora F. Crow
Offered Spring 2002

238 The 18th-Century Novel
A study of novels written in England from Aphra Behn to Jane Austen and Mary Shelley (1688–1818). Emphasis on the novelists' narrative models and choices, with special attention to novels by and about women. **[3b] (L)**
Elizabeth Harries
Offered Fall 2001

242 Romantic Poetry and Prose
Concentration on selected poems of the major Romantics (Blake, Wordsworth, Coleridge, Byron, Shelley, Keats), with prose writings by the poets themselves and by Austen and Mary Shelley. **[3b] {L}** 4 credits
Patricia Skarda
Offered Fall 2001

243 The Victorian Novel
The English novel from Dickens and Thackeray to Conrad. Emphasis on the genre's formal development—narrative voice and perspective, the uses of plot, the representation of consciousness—but with some attention to social-historical concerns.

[3c] {L} 4 credits
Cornelia Pearsall
Offered Spring 2002

244 Literature of the Victorian Period
A study of the range of Victorian literature, including works by Tennyson, the Brownings, Arnold, the Pre-Raphaelites, Carroll and Hopkins, with attention to literary, cultural and social contexts. Exploration of such topics as the tensions between conformity and transgression, the role of women, and the place of poetry in a shifting society. **[3c] {L}** 4 credits
Cornelia Pearsall
Offered Fall 2001

246 American Literature Before 1865
A study of American writers as they seek to define a role for literature in their changing society. Works by Emerson, Thoreau, Fuller, Hawthorne, Melville, Stowe, Douglass, Whitman, Dickinson, and others. **[3c] {L}** 4 credits
Richard Millington
Offered Fall 2001

248 American Literature from 1865 to 1914
A survey of American writing after the Civil War, emphasizing the rise of vernacular style, the emergence of "realism" and "naturalism," and the transformation of Romantic mythology and convention. Emphasis on writers who criticize and stand apart from their societies. Fiction by Mark Twain, Henry James, Sarah Orne Jewett, Kate Chopin, Theodore Dreiser, and Gertrude Stein; poetry by Walt Whitman, Emily Dickinson, and E.A. Robinson. **[3c] {L}** 4 credits
Floyd Cheung
Offered Spring 2002

249 19th-Century American Poetry
A survey of American poetry of the 19th century, with emphasis on such central figures as Emerson, Whitman, and Dickinson. Attention to American poets' attempts to create a nationally specific and distinctive poetry and to work through their poetry to comment on American history and culture. Prerequisites: a course in poetry or a course in American literature. **[3c] {L}** 4 credits
Michael Thurston
Offered Fall 2001

250 Modern American Writing
American writing in the first half of the 20th century, with emphasis on modernism. Fiction by Cather, Hemingway, Fitzgerald, Hurston, Faulkner; poetry by Frost, Stevens, Eliot, Pound, and Bishop. **[3d] {L}** 4 credits
Dean Flower
Offered Fall 2001

251 Modern American Poetry
A survey of the mainstream of American poetry from 1914 to the present, including the work of Eliot, Frost, Stevens, Moore, Williams, Hart Crane, Millay, Bishop, Lowell, Clampitt, Ashbery, Merrill, and O'Hara. The emphasis is on literary analysis. **[3d] {L}**
Michael Thurston
Offered Spring 2002

253 Modern Fiction
Lectures, with occasional discussion, on the English novel from Conrad to the present day. The historical contexts and the formal devices (management of narrative and plot, stylistic and structural innovations, characterization, literary allusiveness) of works by such writers as Joseph Conrad, E.M. Forster, F.M. Ford, Arnold Bennett, D.H. Lawrence, Virginia Woolf, Evelyn Waugh, Graham Greene, Doris Lessing, John Fowles, Anthony Powell, Margaret Drabble, Kazuo Ishiguro. **[3d] {L}** 4 credits
Jefferson Hunter
Offered Fall 2001

254 Modern British Poetry
Twentieth-century poetry in England and Ireland. Emphasis on W.B. Yeats, T.S. Eliot, W.H. Auden, Philip Larkin, and Seamus Heaney, with some attention to such poets as Thomas Hardy, Ezra Pound, D.H. Lawrence, Elizabeth Jennings, Stevie Smith, Ted Hughes, and Tony Harrison. Prerequisite: 200 or a college course in poetry or permission of the instructor. **[3d] {L}** 4 credits
Cornelia Pearsall
Offered Fall 2001

256 Joyce
Lectures, with occasional discussion, on *Dubliners*, *Portrait of the Artist*, *Ulysses*, and *Finnegans Wake* (selections). **[3d] {L}** 4 credits
Not offered in 2001–2002

257 Modern British and American Drama
A study of recent developments in British and American drama, emphasizing interconnectedness and cross-fertilization: theatre of passion; absurdism; language-oriented realism; talk drama; and postmodern, performance-oriented plays. Works by Williams, Miller, Beckett, Osborne, Pinter, Albee, Shepard, Mamet, Rabe, Shaffer, Churchill, Hwang. Occasional screenings of plays.
[3d] {L} 4 credits
Luc Gilleman
Offered Fall 2001

260 Recent British Literature
Consideration of selected fiction and non-fiction written during the past twenty-five years or so; attention to memoirs as well. Some drama, and perhaps a little poetry. Course will have an eclectic reading list: it will not be a survey. Works by writers such as John Banville, Alan Bennett, Angela Carter, Alec Guinness, Kazuo Ishiguro, John Le Carre, Andrew Miller, Emma Tennant, and Muriel Spark likely included. Largely discussion, with few lectures. **[3d] {L}** 4 credits
Robert Hosmer
Offered Spring 2002

262 Recent American Writing
Study of selected novelists and short story writers since 1945 with emphasis on Welty, Nabokov, Morrison, Stone, Simpson, Tyler, Jen, Smiley, and others.
[3d] {L} 4 credits
Not offered in 2001–2002

264 American Women Poets
A selection of poets from the last 25 years, including Sylvia Plath, Anne Sexton, Elizabeth Bishop, Adrienne Rich, Audre Lorde, Sharon Olds, Cathy Song, Louise Erdrich, and Rita Dove. An exploration of each poet's chosen themes and distinctive voice, with attention to the intersection of gender and ethnicity in the poet's materials and in the creative process. Not open to first-year students. Prerequisite: at least one college course in literature. **[3d] {L}** 4 credits
Susan Van Dyne
Offered Fall 2001

266 Postcolonial Literature
An introduction to Anglophone fiction, non-fiction, poetry, drama and film from Africa, the Caribbean and South Asia in the aftermath of the British empire. Central concerns: literary-as-political responses to histories of colonial dominance; the ambivalent relation to English linguistic, literary and cultural legacies; the agency of literature in the construction of national identity and the revision of history; revaluations of hybridity; redefinitions of race, gender and sexuality; global diasporas and U.S. imperialism. Readings include: Achebe, Soyinka, Aidoo, Naipaul, Walcott, Cliff, Rushdie, Kureishi, Arundhati Roy, some theoretical essays. Recommended background: A CLT or ENG course at the 200-level, ENG 265 or HST 295.
[3d] {L} 4 credits
Not offered in 2001–2002

267 Introduction to Asian American Literature
A study of Asian American literature with equal emphasis on reading closely and interpreting works within their social contexts. Authors and filmmakers include Yan Phou Lee, Sui Sin Far, Carlos Bulosan, John Okada, Joy Kogawa, David Henry Hwang, Philip Kan Gotanda, Maxine Hong Kingston, Wayne Wang, Trinh T. Minh-ha, Helen Lee, Fae Myenne Ng, Shani Mootoo, Monique Thuy-Dung Truong, Li-Young Lee and others.
[3d] {L} 4 credits
Floyd Cheung
Offered Spring 2002

268 The Novel Now
Representative works of recent fiction, chosen from across the English-speaking world with an eye to suggesting the range, variety, and possibilities of the contemporary novel. Readings will vary from year to year, but likely suspects include Salman Rushdie, Nadine Gordimer, Philip Roth, J. M. Coetzee, Toni Morrison, Pat Barker, Michael Ondaatje, Alice Munro, Don DeLillo, Peter Carey, and Cormac McCarthy, along with a selection of younger figures. **[3d] {L}** 4 credits
Michael Gorra
Offered Spring 2002

270 The King James Bible and Its Literary Heritage
A study of language and narrative technique in selected parts of the King James Bible with attention to its influence on subsequent writing in English. Selections from the Old and New Testaments and works by Milton, Wordsworth, Hawthorne, Hardy, Frost and MacLeish. Recommended background: REL 210 and 220. **{L}** 4 credits
Patricia Skarda
Offered Fall 2001

274 History of Criticism
The Quarrel between Poetry and Philosophy.
An historical examination of one of the most fruitful sources of tension in Western literary criticism. The course will focus on the origin of the "quarrel" in classical Greece, and on its most important postmedieval versions. **[3e] {L/H}** 4 credits
Eric Reeves
Offered Fall 2001

276 Mystery, Cinema, Narrativity
A study of the way popular mystery genres—film noir, murder mysteries, detective stories—are related to complex narrative experimentation in modern fiction and film. Emphasis on investigation and its generic conventions, intertextuality, parody and self-reference, and theories of narrative. Discussion of such films as *The Maltese Falcon*, *Vertigo*, *The Third Man*, *The Passenger*, and *Chinatown*, along with fiction by E.C. Bently, Poe, Borges, Nabokov, and Robbe-Grillet. Recommended background: one advanced literature course and one film studies course. Screening fee. **[3d] {L}** 4 credits
Not offered in 2001–2002

277 Introduction to Contemporary Literary Theory
An introduction to major theoretical questions and debates shaping the course of literary studies today, regarding what literature is, how literature is (to be) read, how literature functions within culture and society, how theory and literature may interact. Emphasis not on "approaches" but on questions of language and the "subject," constructions of gender, sexuality, race and culture, and relation of literature to ideology. Prerequisite: a college course in literature or permission of the instructor. **[3e] {L}** 4 credits
James Hicks
Offered Spring 2002

278 Writing Women
Asian American Women Writers.
The body of literature written by Asian American women over the past one hundred years has been recognized as forming a coherent tradition. What conditions enabled its emergence? How have the qualities and concerns of this tradition been defined? What makes a text central or marginal to the tradition? Writers to be studied include Amy Tan, Sui Sin Far, Joy Kogawa, Chitra Divakaruni, Marilyn Chin, Maxine Hong Kingston, and Jessica Hagedorn. **[3d] {L}** 4 credits.
Not offered in 2001–2002

Advanced Courses in Writing

Only one course in writing may be taken in any one semester except by permission of the chair. Courses in writing above the 100 level may be repeated for credit only with the permission of the instructor and the chair. For all writing courses above the 100 level, no student will be admitted to a section until she has applied at the English office in Wright Hall 101, submitted appropriate examples of her work, and received permission of the instructor. Deadlines will be posted.

280 Advanced Essay Writing: Writing for Writers
A writers' group designed to encourage proficient students to look at their own and others' essays as works of art. Expertise in mechanical matters to be assumed from the start. Admission by permission of the instructor. **[3e] {L}** 4 credits
Ann Boutelle, Nora Crow
Offered both semesters each year

282 Writing Poetry
Admission by permission of the instructor. **[3e] {L}** 4 credits
Henri Cole
Offered Fall 2001, Spring 2002

284 Writing Short Stories
Admission by permission of the instructor. **[3e] {L}** 4 credits
Sigrid Nunez
Offered Fall 2001, Spring 2002

286 Reading and Writing Autobiography
In this workshop, we will explore, through reading and through writing, the presentation of self in autobiography. A major focus will be on the interweaving of voice, structure, style, and content. As we read the work of ourselves and of others, we will be searching for strategies, devices, rhythms, patterns, and approaches that we might adapt in future writings. The reading list will consist of writings by 20th-century women. Admission by permission of the instructor. **[3e] {L}** 4 credits
Ann Boutelle
Offered Spring 2002

Third-Level Courses

Courses at the 300 level are either seminars or advanced offerings with prerequisites at the 200 level.

300 Seminar: A Major British or American Writer

Willa Cather's Fiction
A study of the work and career of one of 20th-century America's most significant writers, with particular attention to her development as a writer, to her characteristic narrative strategies, and to her relation to the cultural transformations associated with modernism. **[3d] {L}** 4 credits
Richard Millington
Offered Fall 2001

Dickens and Chaplin
A comparative study of one of the most imaginative and successful Victorian novelists and the greatest of all silent-film comedians. The closely parallel life stories of Dickens and Chaplin (impoverished upbringing in London, energetic attempts to escape to a larger world, early and huge fame); the origins of their art in the popular entertainments of their day; their growing ambition and inventiveness; the assured mastery of their mature works; their unique ability to combine humor and pathos; their fascination with the life of big cities; their political sentiments; their appeal to mass audiences and continuing interest today. Prerequisite: permission of the instructor.
[3d] {L} 4 credits
Jefferson Hunter
Offered Spring 2002

303 Seminar: A Major British or American Writer
4 credits

Jane Austen
Discussion of Austen's six novels and the unfinished *Sanditon*, along with important novels (by Ann Radcliffe, Fanny Burney, and Mrs. West) that raise political, social, artistic, and religious issues of concern to Austen. Recommended background: ENG 200 and/or 238. **[3b] {L}**
Douglas Patey
Offered Fall 2001

Virginia Woolf
A close study of representative texts from the rich variety of Woolf's work: novel, essay, biography, and short story. Preliminary, essential attention to the life, with particular concern for the Victorian/Edwardian world of Woolf's early years and the Bloomsbury Group. Works to be studied will include *Mrs. Dalloway, To the Lighthouse, Orlando, The Waves, Between the Acts, A Room of One's Own*, and *Three Guineas*, as well as essays drawn from *The Common Reader* and stories. Supplementary readings from biographies of Woolf and her own letters, journals, and diaries. **[3d] {L}** 4 credits
Not offered in 2001–2002

333 Seminar: A Major British or American Writer
Topic: Henry James. **[3c] {L}**
Michael Gorra
Offered Spring 2002

354 Studies in 20th-Century Literature
Aesthetics and Politics in Postwar Britain. Artistic and critical concerns generated by the Welfare State. Readings from critical and social theory, drama, fiction. Discussion of documentary and feature films. **[3d] {L}** 4 credits
Not offered in 2001–2002

372 Seminar: Satire
A consideration of theoretical problems (definitions of satire, responses to satire, satiric strategies) followed by a study of the development of satire from Horace and Juvenal through Shakespeare, Swift, Pope, Austen, and Byron to Waugh, West, and Vonnegut. Some attention given to differences between male and female satirists. **[3b] {L}** 4 credits
Nora F. Crow
Offered Fall 2001

378 Seminar: Writing Women
4 credits

Contemporary British Women Writers
Consideration of a number of contemporary women writers, mostly British, some well-established, some not, who represent a variety of concerns and techniques. Emphasis on the pleasures of the text and significant ideas—political, spiritual, human, and esthetic. Efforts directed at appreciation of individuality and diversity as well as contributions to the development of fiction. Authors likely to include Anita Brookner, Angela Carter, Isabel Colegate, Eva Figes, Penelope Fitzgerald, Molly Keane, Penelope Lively, Edna O'Brien, Barbara Pym, Jean Rhys, Muriel Spark, and Jeanette Winterson; some supplementary critical reading. **[3d] {L}**
Robert Hosmer
Offered Spring 2002

Early Modern Writers and the Art of Renaissance Self-Fashioning
A consideration of a wide variety of texts by 17th-century women—diaries, letters, and memoirs; poems (sonnets, personal and religious lyrics); drama; and prose fiction—with some of the following questions in mind: What self-conceptions or forms of self-representation shape these writings? To what extent are these texts informed by external considerations or genres—by romance, religious autobiography, poetic or narrative conventions—or by expectations of an ending? What kinds of assumptions or preconceptions does the modern reader bring to these texts? **[3a] {L}**
Not offered in 2001–2002

Cross-listed and Interdepartmental Courses

AAS 237 20th-Century Afro-American Literature

AAS 245 Colloquium: The Harlem Renaissance

AAS 339 Seminar: American Fictions: Race and Ethnicity

AMS 230 Narratives of Internment

AMS 350 Seminar: Writing About American Society

AMS 351 Seminar: Writing About American Society

ARH 292 The Art and History of the Book

CLT 235 Fairy Tales and Gender

CLT 237 Traveler's Tales

CLT 279 Women Writers of the Middle Ages [3a]

CLT 300 Contemporary Literary Theory

CLT 309 Arthurian Literature

CLT 368 The Play of Ideas

FLS 245 British Film and Television

GLT 291 Western Classics in Translation, from Homer to Dante
See Interdepartmental and Extradepartmental Course Offerings.

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
See Interdepartmental and Extradepartmental Course Offerings.

HSC 112 Images and Understanding

HST 236 Authority and Legitimacy in the Age of More and Shakespeare

PHI 260 Theory of Interpretation

THE 261 Writing for the Theatre

400 Special Studies
1 to 4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

490 Teaching Literature
Discussion of poetry, short stories, short novels, essays and drama with particular emphasis on the ways in which one might teach them. Consideration of the uses of writing and the leading of discussion classes. MAT students and Seniors only.
{L} 4 credits
Samuel Scheer
Offered Spring 2002

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Jefferson Hunter.

There are many paths into the English major: first year students may choose to take ENG 120 followed by 199, or, if qualified, they may choose to take GLT 291 292 or ENG 200, 201 as well as 199. Students planning to major in English normally take ENG 199 in their first year. Each of these courses counts toward the major.

Requirements for students who will graduate in 2004 or sooner:

1. 200 and 201 (formerly 200d);
2. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
3. Eight additional courses, including one semester course from four of the following five areas:
   a. Medieval or Renaissance;
   b. British or American from 1660 to 1830;
   c. British or American from 1830 to 1914;
   d. British, American or Commonwealth since 1914;
   e. Writing, History of the Language, or Critical Theory.

Requirements to take effect with the class of 2005:

Twelve semester courses are required for the major, distributed as follows:
1. 199;
2. Two courses before 1832;
3. Semester courses on two of three major figures: Chaucer (216), Shakespeare (222 or 223), and Milton (228);
4. A seminar (the course chosen to satisfy #4 may not count toward #2);
5. Six additional courses.

In all cases: Up to two courses in film, a foreign or comparative literature, or dramatic literature offered through the theater department may count toward the major. Up to two advanced writing courses may count toward the major. Only one colloquium (120) may count toward the major. English 118 does not count. No course counting toward the major may be taken for an S/U grade.

We strongly recommend that all students take at least one historical survey sequence: English 200, 201 or English 246, 248 or General Literature 291, 292. We recommend that students interested in graduate school in English literature or in high school English teaching take both the British (200, 201) and the American (246, 248) surveys. Those considering graduate school should be aware that most doctoral programs in English require a reading knowledge of two foreign languages.

The Minor

Requirements for students who will graduate in 2004 or sooner:

The minor in English consists of five courses: a two-semester basis (ENG 200, 201) [formerly 200d] or GLT 291, 292 or ENG 246, 248), plus three other English courses above the 100 level chosen in consultation with the minor adviser.

Requirements to take effect with the class of 2005:

The minor in English consists of six courses: English 199; a two-semester survey (ENG 200, 201 or GLT 291,292 or ENG 246, 248); plus three additional English courses chosen in consultation with the minor adviser, two of which must be above the 100 level.

Honors

Director: Harold Skulsky.

430d Thesis
8 credits
Full-year course; offered each year

Applicants to honors (which is done in addition to the requirements of the major) must have an average of B+ or above in the courses they count toward the major, and an average of B or above in all other courses. During the senior year they will present a thesis, of which the first complete formal draft will be due on the first day of the second semester. After the readers of the thesis have provided students with their evaluations of this draft, the student will have time to revise her work in response to their suggestions. The final completed version of the thesis will be due a week after spring vacation, to be followed during April by the student's oral presentation and discussion of her work. Students in honors will normally be given priority in seminars.

Graduate

580 Graduate Special Studies
Independent study for graduate students. Admission by permission of the Chair.
4 credits
Offered both semesters each year

580d Graduate Special Studies
8 credits
Full-year course; offered each year

Environmental Science and Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
†[2] H. Allen Curran, Professor of Geology

Program Coordinator
Dawn Greene Norchi

Advisers
*[2] Elliot Fratkin, Associate Professor of Anthropology
*[1] C. John Burk, Professor of Biological Sciences
**[2] Virginia Hayssen, Professor of Biological Sciences
Thomas S. Litwin, Adjunct Associate Professor of Biological Sciences and Director, Clark Science Center
**[1] Robert B. Merritt, Professor of Biological Sciences
Esteban Monserrate, Laboratory Instructor in Biological Sciences
**[2] Paulette Peckol, Professor of Biological Sciences
L. David Smith, Assistant Professor of Biological Sciences
**[1] Stephen G. Tilley, Professor of Biological Sciences
*[1] Robert G. Linck, Professor of Chemistry
Katherine L. Queeney, Assistant Professor of Chemistry
Mark Aldrich, Professor of Economics
†[2] Randall Bartlett, Professor of Economics
†[1] John B. Brady, Professor of Geology
H. Robert Burger, Professor of Geology
Robert M. Newton, Professor of Geology
Amy Larson Rhodes, Assistant Professor of Geology
†[2] Gregory White, Ph.D., Associate Professor of Government

The environmental science and policy (ES&P) minor is designed for students with a serious interest in environmental issues and a commitment to scientifically-based problem solving and policy analysis. The minor consists of six courses chosen with the guidance and approval of an ES&P minor adviser. Interested students are urged to meet with the Director, Coordinator and/or an ES&P adviser early in their academic planning.

Requirements: six courses including one course from each of the following groups: chemistry, ecology, geology, and environmental policy, plus an elective in consultation with the minor adviser. The senior seminar, EVS 300, or the special studies, EVS 400 (4-credit option), is also required. A course in statistics (e.g., MTH 245 or the equivalent) is recommended. Appropriate Smith courses not listed below, Five College courses, or courses taken at other institutions and through summer and/or semester-away programs may be counted for the minor with preapproval of the adviser. Students must satisfy the prerequisites for all courses included in their minor program. No more than three of the six courses may be taken at other institutions.

EVS 300 Seminar in Environmental Science and Policy
Examination of the impact of human populations on natural systems, the development of environmental problems, and the use of environmental science in policy creation. Case studies and a group project are used to explore the translation of scientific theory and research into public education and policy. Topics include: landscape ecology, natural system perturbation, conservation biology, sustainability, pollution, environmental health risk assessment, natural resource economics, and the formulation of environmental regula-

tions. Prerequisite: all courses completed or the concurrent for the Environmental Science and Policy minor or by permission of the instructor.
{S/N} 4 credits
L. David Smith
Offered Spring 2002

EVS 400 Special Studies
1–4 credits
Offered both semesters each year

Chemistry

CHM 150	Environmental Chemistry
GEO 301	Aqueous Geochemistry
CHM 347	Instrumental Methods of Analysis

Ecology

BIO 258	Conservation Biology Colloquium
BIO 260	Principles of Ecology and lab
BIO 264	Marine Ecology and lab
BIO 356	Plant Ecology and lab
BIO 364	Topics in Environmental Biology: Coral Reefs Past, Present and Future

Geology

GEO 105	Natural Disasters
GEO 108	Oceanography
GEO 109	The Environment
GEO 111	Introduction to Earth Processes and History
FYS 131	Environmental Issues on Campus
GEO 309	Groundwater Geology
GEO 311	Environmental Geophysics
GEO 355	Geology Seminar: Coral Reefs: Past, Present and Future

Environmental Policy

ANT 230	Population and Environment in Africa
ANT 236	Economy, Ecology, and Society
ANT 243	Colloquium in Political Ecology
ECO 224	Environmental Economics
GOV 254	Politics of the Global Environment
GOV 306	Politics and the Environment
PPL 230	Public Policy and Natural Resources
PPL 260	Global Warming: Science and Policy
PPL 303	Seminar in Public Policy of Marine and Coastal Resources
PPL 270	Global Marine Mammal and Fishery Policy

Electives

Elective courses can be chosen from courses listed for the Environmental Science and Policy minor, and outside the minor with consultation and approval of the minor adviser. Examples are:

ANT 348	Seminar: Topics in Development Anthropology
EGR 110	Fundamentals of Environmental Engineering
PPL 207	Politics of Public Policy
PPL 220	Public Policy Analysis

Off-Campus Programs

Students may elect to take two to three of their courses for the minor outside Smith College by participation in an environmentally oriented, off-campus program. Relevant Smith-approved programs include, but are not limited to, Columbia University's Biosphere 2, Duke University's Organization for Tropical Studies, and The School for Field Studies. Courses from other programs may also be eligible for credit with approval from the minor adviser.

Ethics

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Thomas S. Derr, Professor of Religion and Biblical Literature, Director
**[2] Myron Peretz Glazer, Professor of Sociology
†[1] Malcolm B.E. Smith, Professor of Philosophy
Elizabeth V. Spelman, Professor of Philosophy
†[1] Kathryn Pyne Addelson, Professor of Philosophy

This minor will offer students the opportunity to draw together courses from different departments whose major focus is on ethics, and so to concentrate a part of their liberal arts education on those questions of right and wrong that reside in nearly every field of inquiry. Background in the history and methods of ethical reasoning will be completed by the study of normative and applied ethics in selected areas of interest.

Requirements: PHI 222, and any four other courses selected from the following list, with the approval of the faculty adviser, to provide a particular focus:

ANT 344 Anthropology and Medical Ethics
PHI 304 Colloquium in Applied Ethics:
REL 250 Social Ethics I
REL 251 Social Ethics II
REL 353 Seminar: Medical Ethics
REL 354 Seminar: Business Ethics
SOC 203 Qualitative Methods
SOC 211 Ethical Issues in Social Organizations

With the approval of the faculty advisers, appropriate courses from other colleges may be substituted.

Exercise and Sport Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Donald Steven Siegel, Ed.D.
James H. Johnson, Ph.D.
**[1] Barbara Brehm-Curtis, Ed.D

Associate Professor
Christine M. Shelton, M.S., *Chair*

Lecturers
Tim Bacon, M.A.
Kim Bierwert, B.S.
Jacqueline Blei, M.S.
Richard Cesario
Carla Coffey, M.A.
Rosalie Constantilos, RN, CPT
Christine Davis, M.S.
Liz Feeley
Doreen Garde
Scott Johnson
Karen Klinger, B.A.
Bonnie May, M.S.
Deborah Neubauer
Phil Neilson
Mary O'Carroll, M.S.
Lynn Oberbillig, M.B.A.
Suzanne Payne, M.Ed.
Nansee Rothenberg
Jane Stangl
David Stillman
Judy Strong
Ruth Taylor
Lisa Thompson

Teaching Fellows
Jill A. Belding
Anne M. Crosby
Rebecca Cusumano-Siedel
Alison D. Derrick
Rebecca Knickerbocker
Harleigh Leach
Richard Moller
Emma R. Sandberg
Bonnie Skrenta

Theory Courses

100 Introduction to Exercise and Sport Studies
An overview of the disciplines that address physical activity and sport. The course takes into account the general effects of physical activity and how one studies and analyzes these experiences. Course content includes an examination of behavioral, sociocultural, biophysical experiences and professional possibilities. 4 credits
To be announced
Offered Fall 2001, Fall 2002

107 Emergency Care
The ultimate goal is to teach emergency medical care that will enable the student to a) recognize symptoms of illness and/or injuries; b) implement proper procedures; c) administer appropriate care; d) achieve and maintain proficiency in all skills; e) be responsible and behave in a professional manner; f) become certified in Community First Aid and CPR. Enrollment limited to 14.
2 credits
To be announced
Offered Spring 2002

130 Stress Management
The physical and psychological components of stress, identification of personal stress response patterns, and techniques for daily stress management. Enrollment limited to 20. 1 credit
Barbara Brehm-Curtis, Spring 2002
Offered Spring 2002, Spring 2003

140 Health Behavior
The influence of behavior on health and well-being. Students will examine the way in which factors such as nutrition and dietary habits, stress perception and response, and physical activity interact with the physiological processes of health, disease, and aging. **{N}** 4 credits
Barbara Brehm-Curtis
Offered Fall 2001, Fall 2002

150 Nutrition and Health
An introduction to the science of human nutrition. We will study digestion, absorption, and transportation of nutrients in the body, and the way nutrients are used to support growth and development and maintain health. We will also examine how personal dietary choices affect nutritive quality of the diet and health of an individual. The relationship between diet and health will be explored throughout this course. Special topics will include diet and physical fitness, weight control, vegetarianism, and women's nutrition concerns. High school chemistry recommended but not required. **{N}** 4 credits
Barbara Brehm-Curtis
Offered Spring 2003

175 Applied Exercise Science
An experiential course designed to introduce students to applied exercise physiology and kinesiology. Such subjects as energy expenditure, energy systems, aerobic power, effort perception, applied anatomy, and training principles are studied using a system of lecture and laboratory sessions. Enrollment limited to 20. (E) **{N}** 2 credits
Barbara Brehm-Curtis
Offered Fall 2001

175j Applied Exercise Science
Same description as 175 above.
To be announced
Offered Interterm both years

200 Sport: In Search of the American Dream
A study of whether sport has served to promote or inhibit ethnic/minority participation in the American Dream. Biological and cultural factors will be examined to ascertain the reasons for success by some groups and failure by others as high-level participants. The lives of major American sports figures will be studied in depth to determine the costs assessed and rewards bestowed on those who battled racial, ethnic, and/or sexual oppression in the athletic arena. **{H/S}** 4 credits
Donald Siegel and Christine Shelton
Offered Spring 2001, Spring 2003

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered including the issues of violence and the media's representation of women. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 2001, Fall 2002

210 Kinesiology
A course in applied anatomy and biomechanics. Students learn basic structural anatomy as well as the application of mechanics to human movement. Special emphasis is given to the qualitative analysis of human movement.**{N}** 4 credits
James Johnson
Offered Fall 2001, Fall 2003

215 Physiology of Exercise
A study of body function during exercise. Emphasis is on the physiological responses and adaptations that accompany single and repeated bouts of physical activity. Additional emphasis is given to the exercising female, environmental effects, ergogenic aids, training, and the therapeutic effects of exercise. Prerequisite: BIO 104 or 111, or permission of the instructor. Students who successfully complete this course receive credit toward the major in biology. **{N}** 4 credits
James Johnson
Offered Spring 2003

220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation, and personality in performance. Attention will also be given to perceptual, cognitive, and behavioral strategies that may be used to enhance

achievement level. Prerequisite: PSY 111 **{S}**
4 credits
Tim Bacon
Offered Spring 2003

340 Current Research in Health Science
A seminar focusing on current research papers in health science. An exploration of the scientific method used to test research questions about health, and consideration of the implications of research data for health care decisions. Prerequisites: 140 or a strong biological sciences background, and permission of the instructor. Enrollment limited to 14. **{N}** 4 credits
Barbara Brehm-Curtis
Offered Fall 2001

400 Special Studies
1 to 4 credits
Offered both semesters each year

Performance Courses

Credit

Performance courses are offered for credit in a wide variety of activities. Each class is designed to enhance the student's physical skills, fitness, knowledge of human movement, and understanding of the role of physical activity in a healthy lifestyle. Each course encompasses a combination of instruction in technique, readings, lecture, and discussion. In general, each section involves an average of two scheduled hours per week. Students may count no more than four performance course credits toward the degree. Courses with multiple sections may be repeated for credit, but individual course sections may not be repeated for credit.

901 Aquatic Activities

Beginning Swimming
A course in the development of basic swimming skills and the conquering of fear of the water. Priority will be given to establishing personal safety enhancing skills in the water. Persons enrolling in this course will learn about the basic principles of swimming in terms of buoyancy and propulsion. The primary performance goals are survival swimming skills and passage of the Smith College Swimming Test. A person who can swim at least one length of the pool is not eligible for this course. Limited to 12 novice or non-swimmers. 1 credit
Karen Klinger
Offered both semesters each year

Advanced Beginning Swimming
This course will focus on the improvement of swimming skills. Performance goals to be achieved by the end of the semester include being able to swim all 4 strokes and perform the turns associated with those strokes at a level that surpasses initial performance. Students are assessed at the beginning and end of the semester with the aid of video feedback. Prerequisite: ability to swim at least one length of the pool. Enrollment limited to 14. 1 credit
Craig Collins
Offered both semesters each year

Intermediate Swimming
Theory and performance of swimming. Swimming techniques including strokes, turns, and survival methods. Enrollment limited to 18. 1 credit
Mary O'Carroll
Offered Fall 2001, Fall 2002

Springboard Diving
The understanding of the principles and development of diving skills necessary to perform at least 10 different dives from five categories. Enrollment limited to eight. 1 credit
Kim Bierwert
Offered Fall semester each year

SCUBA Diving
The use and care of equipment, safety, and the physiology and techniques of SCUBA diving. A series of open-water dives leading to NAUI certification is available. Prerequisite: satisfactory swimming skills and permission of the instructor. Enrollment limited to 17. 1 credit
David Stillman
Offered both semesters each year

Swim Conditioning
Swimming workouts to improve physical fitness. Stroke improvement, exercise program design, and a variety of aquatic training modalities will also be included. Intermediate swimming ability required. Enrollment limited to 20. 1 credit
Mary O'Carroll
Offered Spring 2002, Spring 2003

905 Water Safety

Lifeguard Training
American Red Cross Certification in Lifeguard Training and Basic First Aid and CPR for the Professional Rescuer. The Waterfront Lifeguard Module will also be taught if time permits. Prerequisites: 500-yard swim using crawl, breast and side strokes; retrieval of 10 lb. brick from 7 ft. depth; and treading water for two minutes using legs only. Class meets the last 6 weeks of the semester. Enrollment limited to 12. 2 credits
To be announced
Offered Spring semester each year

Water Safety Instructor
Instruction in techniques, theory, and teaching methods of swimming to prepare participants to teach swimming. American Red Cross certification upon successful completion of the course. Prerequisites: Rescue and safety skills, and swimming skills (crawl stroke, elementary backstroke, sidestroke, breaststroke, survival stroke, and surface dive) at ARC Level VI proficiency. Enrollment limited to 15. 2 credits
Kim Bierwert
Offered Spring 2002, Spring 2003

910 Badminton
The development of badminton skills, principles, evolution, strokes, and strategy. Enrollment limited to 16. Course will meet first 7 weeks of the semester. 1 credit
Phil Nielson
Offered Spring 2002, Spring 2003

910j Badminton
A repetition of 910. Enrollment limited to 16. 1 credit
Phil Nielson
Offered Interterm both years

920 Fencing

Fencing I
The basic techniques of attack and defense, footwork, rules, equipment, strategies, and techniques involved in foil fencing. A brief historical background of the tradition and origins of fencing. Enrollment limited to 20 per section. 1 credit
Jacqueline Blei
Offered both semesters each year

Fencing II
A review of footwork, simple attacks and lateral parries progressing to compound attacks and strategies. Circular Parries, Riposte and In-Direct Riposte will be included in the defense. The course will conclude with a tournament at a neighboring school or club. Prerequisite: Foil Fencing or permission of the instructor. Enrollment limited to 16. 1 credit
Jacqueline Blei
Offered Spring 2002, Spring 2003

925 Golf

Golf I
An introduction to the game of golf. Taught from "green to tee," this course will teach the basic mechanics of the swing as well as correct club selection. The focus of the course will be directed to the "short fame"—within 100 yards of the green, incorporating putting, chipping, pitching and short to mid-iron selection. Applied rules of golf and etiquette will also be addressed. Field trip, or short course (par 3) experience may be scheduled. Equipment is provided. Class meets first seven weeks of the fall semester. In the spring semester, class meets last 6 weeks. Enrollment limited to 12 per section. 1 credit
Judy Strong, Jane Stangl
Offered both semesters each year

Golf II
Designed to further develop the student's golf swing, this course will follow a "green to tee" approach with emphasis on the mid to long irons. Use of the driver will also be incorporated. Additionally, the course will address the rules of golf and etiquette. Students will further develop their

game with applied course management strategies, hence field trips to local ranges and courses are anticipated. Class meets first seven weeks of the fall semester. In the spring semester, class meets last 6 weeks. Prerequisite: Golf I (formerly Beginning Golf), or entry level Skills Test. Enrollment limited to 10 per section.1 credit
Jane Stangl
Offered both semesters each year

930 Equitation
A series of courses in hunter seat equitation and basic dressage. Attention also given to safety, use and care of equipment, equine health and stable management. Students must attend registration session to be announced in *AcaMedia*. All sections are to be arranged. There is a fee.

Equitation I
For students in their first semester of riding at Smith. Sections range from beginner to advanced levels on the flat and over fences. 1 credit
Suzanne Payne, Doreen Garde, and Ruth Taylor
Offered both semesters each year

Equitation II
For students in their second semester of riding at Smith. Sections range from advanced beginner to advanced levels on the flat and over fences. Prerequisite: Equitation I.
1 credit
Suzanne Payne, Doreen Garde, and Ruth Taylor
Offered both semesters each year

Equitation III
For students in their third semester of riding at Smith. Low intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation II.
1 credit
Suzanne Payne, Doreen Garde, and Ruth Taylor
Offered both semesters each year

Equitation IV
For students in their fourth semester of riding at Smith. Intermediate to advanced levels on the flat and over fences. Prerequisite: Equitation III.
1 credit
Suzanne Payne, Doreen Garde, and Ruth Taylor
Offered both semesters each year

935 Outdoor Skills
A course designed to teach the student the basics of outdoor travel by foot and canoe. In addition to canoeing and backpacking techniques, students will learn some classic woodcraft skills, outdoor cooking, first aid, and orienteering. Upon successful completion of the course students should achieve sufficient outdoor skills to be comfortable and safe when traveling outdoors. Students should plan for at least one overnight weekend trip. Enrollment limited to 14. 2 credits
James Johnson
Offered both semesters each year

940 Outdoor Adventure

Canoeing
An introduction to solo and tandem paddling. Students learn mostly flatwater paddling skills. Students are also taught such touring skills as map reading, portaging, planning, equipment, and cooking. Class meets the first 8 weeks of the fall semester. In the spring semester, class meets the last 6 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 12. 1 credit
James Johnson
Offered both semesters each year

Canoe Touring
A multi-day canoe trip during fall break down the Connecticut River. Students will learn paddling, orienteering, and woodcraft skills. There is a small fee. Prerequisite: satisfactory swimming skills and a good state of physical fitness. Enrollment limited to 10. 1 credit
To be announced
Offered Fall 2001, Fall 2002

Whitewater Kayaking
An introduction to solo whitewater kayaking. This class begins in the pool and pond with basic paddling skills, and progresses to local fast-water rivers. Students should expect to run Class II rapids. Course will meet the first 7 weeks of the fall semester. In the spring semester, class meets last 6 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 8 per section. 1 credit
Scott Johnson
Offered both semesters each year

Whitewater Canoeing
An introduction to solo and tandem whitewater canoeing. This class is taught on local rivers during the spring. Class meets the last 6 weeks of the semester. Prerequisite: Canoeing or permission of the instructor, plus satisfactory swimming skills. Enrollment limited to 10. 1 credit
James Johnson
Offered Spring 2002, Spring 2003

Coastal Kayaking
This course is designed to introduce sea kayaking to the novice. Ocean paddling, navigation, safe exiting, equipment, and paddle techniques are covered. Prerequisite: satisfactory swimming skills. Enrollment limited to 11. Course will meet the first 7 weeks of the fall semester. In the spring semester, class meets last 6 weeks. 1 credit
Scott Johnson
Offered both semesters each year

Rock Climbing
Description pending. Pending approval of the Committee on Academic Priorities. 1 credit
To be announced
To be arranged

940j Hiking and Canyoneering
A course designed to teach students how to travel for extended periods on foot in a safe and comfortable manner in a desert environment. This experiential course will be taught primarily on the trail during Interterm. Class will meet on the second Sunday of Interterm for pre-trip preparation, followed by a four-day backpacking (canyoneering) trip in one of the canyons of the desert southwest. Offered the third week of Interterm. All permits and equipment provided, but students must pay for airfare and food. Airline tickets are purchased through ESS Department only with group rates (approx. $225/person) plus $75 for food. Enrollment is limited to 9. 1 credit
Scott Johnson
Offered Interterm each year

945 Physical Conditioning

Aerobics
Exercise to music. Various exercise styles will be introduced. This class will also cover basic exercise principles, injury prevention, and the fundamentals of exercise program design. The goal of this course is to enable students to enter any group fitness setting with confidence. Enrollment limited to 40. 1 credit
Rosalie Constantilos
Offered both semesters each year

Kickboxing
Kickboxing consists of movement patterns that include the entire body. These patterns will be performed at an intensity that should produce a conditioning or training effect. Basic anatomy and physiology, monitoring exercise intensity, safety, injury prevention, basic nutrition, body composition, and equipment use will be reviewed. The class will begin with a warm-up, followed by cardiovascular training through the punches and kicks involved with kickboxing, a cool-down, abdominal work, and flexibility. Pending approval of the Committee on Academic Priorities. 1 credit
To be announced
Offered both semesters each year

Self-Paced Fitness
An introduction to the principles and methods of training to improve aerobic endurance. Students are tested for fitness level at the beginning and end of the semester. Each student designs and follows an individualized aerobic conditioning program. Enrollment limited to 20. 1 credit
To be announced
Offered Spring 2002

Physical Conditioning
A course designed to teach the basics of functional fitness. Aerobic and anaerobic exercises are emphasized. Students are also taught the fundamentals of exercise training including basic principles, exercise prescription, and the therapeutic aspects of exercise. Students are expected to exercise outside of class. Enrollment limited to 20. 1 credit
To be announced
Offered both semesters each year

Cross-Training
Description pending.
Pending approval of the Committee on Academic Priorities. 1 credit
To be announced
To be arranged

945j Physical Conditioning
A repetition of 945. 1 credit
To be announced
Offered Interterm both years

950 Rowing
An introduction to crew and sculling techniques. A variety of boats will be utilized including singles, doubles, and fours. Classes will be taught on Paradise Pond and the Connecticut River. Course will meet the first 7 weeks of the fall semester. In the spring semester, class meets last 6 weeks. Prerequisite: satisfactory swimming skills. Enrollment limited to 12 per section. 1 credit
To be announced
Offered both semesters each year

955 Self Defense

Self Defense I
Progressive development of physical and mental self-defense skills and strategies. Personal protection awareness, situation evaluation, and effective communication will be emphasized. Other topics include assertiveness training, date rape, and personal defense weapons. Enrollment limited to 20 per section. 1 credit
Nansee Rothenberg
Offered both semesters each year

Kung Fu
Indonesian Kung-Fu is a traditional martial art that offers students physical fitness, coordination, increased focus, energy and awareness, self-discipline and personal growth. This course includes meditation, breath and energy awareness, physical conditioning, stretching, self-defense, choreographed sparring combinations and forms. Enrollment limited to 20. 1 credit
Nansee Rothenberg
Offered both semesters each year

960 Squash

Squash I
Instructions in basic strokes, rules, tactics, and strategy designed to allow the student to progress to a USSRA level 2.0 to 2.5 (Beginner). Enrollment limited to 12 per section. 1 credit
Bonnie May, Fall
Donald Siegel, To be announced, Spring
Offered both semesters each year

Squash II
Development in accuracy and skill in executing shots, tactics, strategy, marking and refereeing, designed to allow the student to progress to a USSRA level 2.5 to 3.0 (Intermediate). Prerequisite: Beginning Squash or permission of the instructor. Enrollment limited to 12.
1 credit
Tim Bacon
Offered Spring 2002, Spring 2003

965 Tai Chi

Tai Chi I
An introduction to the Chinese martial art that was developed over 300 years ago. Emphasis will be on learning and understanding the unique movements of Chen Taijiquan, proper practice for health, and self-defense applications. No prerequisites. Enrollment limited to 20 per section. 1 credit
Richard Cesario
Offered both semesters each year

Tai Chi II
Twenty-four posture Tai chi, a standardized form from mainland China. Prerequisite: Tai chi I or permission of the instructor. Enrollment limited to 20 per section. 1 credit
Richard Cesario
Offered Spring 2002, Spring 2003

970 Tennis

Tennis I
The development of beginning tennis skills, tactics and strategy designed to allow the student to progress to a USTA player rating level of 2.0 to 2.5. The USA Tennis I curriculum will be followed.

Enrollment limited to 16 per section. 1 credit
To be announced
Offered both semesters each year

Tennis II
The development of intermediate tennis skills and tactics, including both singles and doubles, through friendly competition designed to allow the student to progress to a USTA player rating level of 2.5 to 3.0. Prerequisite: Tennis I or permission of the instructor. Enrollment limited to 16 per section. 1 credit
Christine Davis, Christine Shelton, Fall
Christine Davis, To be announced, Spring
Offered both semesters each year

Tennis III
The development of advanced tennis skills, tactics and strategy designed to allow the player to progress to a USTA player rating level of 3.0 to 3.5. Prerequisite: Tennis II, permission of the instructor, or ability to play at a level of 3.0. Enrollment limited to 16 per section. 1 credit
Offered both semesters each year

975 Yoga

Yoga I
B.K.S. Iyengar yoga postures, breathing, and philosophy. Designed to give students an opportunity to explore movement and breathing patterns in an effort to strengthen the mind/body connection. Enrollment limited to 20 per section. 1 credit
Deborah Neubauer
Offered both semesters each year

Yoga II
The yoga of B. K. S. Iyengar—continuing level. Refinement of postures and breathing techniques taught in Yoga I. Introduction of new postures along with continued discussions of yoga philosophy. Prerequisite: Yoga I. Enrollment limited to 20. 1 credit
Deborah Neubauer
Offered Spring 2002, Spring 2003

Noncredit

X10 Aerobics
Fall: two sections
Spring: two sections

X20 Yoga

Riding

In addition to riding classes for credit, noncredit riding instruction and participation in competitive riding are available at Smith College. A fee is charged for these courses, payable at Registration each semester. Further information may be obtained from Suzanne Payne, Director of Riding/Team Coach, extension 2734.

The Minor in Exercise and Sport Studies

Advisers: Barbara Brehm-Curtis, James H. Johnson.

The minor is designed to provide students with a comprehensive introduction to exercise and sport studies. This course of study would be useful for students with an interest in exercise and sport and for those considering graduate study and/or a career in exercise science; community, worksite, or other fitness programs; and the health sciences such as physical therapy and medicine.

Requirements: six courses including 100 and either 210 or 215. The other courses (16 credits) may be selected from ESS departmental offerings. Only 4 performance course credits may be counted toward the minor. Course selection for the minor must be approved by a faculty adviser.

Graduate Courses

Adviser: Donald Siegel.

501 Seminar in Administration of Athletic Teams
The administration of sport and athletic teams is the major focus of this course. The course focuses

on planning, organization, directing, and controlling various facets including scheduling, purchasing, budgeting, and recruiting of a sports program. Limited to those enrolled in ESS 505 and 506.
2 credits
Lynn Oberbillig
Offered Fall 2001

502 Seminar in Philosophy and Ethics of Coaching
Selected topics in the philosophy of sport as they relate to coaching. Drawing on readings from contemporary sources, the course will examine beliefs about the value of competitive sport in higher education and the implication for coaches.
2 credits
Christine Shelton
Offered Spring 2002

504 Current Issues in Coaching
This seminar is designed to explore current social, political, educational, and economic issues which confront coaches and their players. Issues will be introduced through readings and presentations by coaches from area schools. Undergraduate students admitted with permission of the instructor.
2 credits
Christine Shelton
Offered Spring 2003

505d Theoretical and Practical Foundations of Coaching
Assisting in the coaching of an intercollegiate team. Weekly conferences on team management, coach responsibilities, and coaching aids.
4 credits
Christine Shelton and Tim Bacon
Full-year course; offered each year

506d Advanced Practicum in Coaching
Independent coaching and the study of advanced coaching tactics and strategy in a specific sport. Prerequisite: 505d. 4 credits
Christine Shelton and Tim Bacon
Full-year course; offered each year

507 Colloquium in Critical Thinking and Research in Coaching
A colloquium on current research in coaching. Graduate students, ESS faculty and the coaching staff of the Athletic Department will meet to discuss and share work in progress as well as analyze coaching experiences and problems. May be repeated for credit. 1 credit
Donald Siegel, Carla Coffey, Fall
Barbara Brehm-Curtis, Spring
Offered both semesters each year

510 Biomechanics of Sport
Emphasis on the concepts of biomechanics and applications in specific sports. Prerequisite: 210a, undergraduate kinesiology, or biomechanics. **{N}**
4 credits
James Johnson
Offered Spring 2002

515 Exercise Physiology
An advanced course in exercise physiology oriented toward the acute and chronic body reactions to exercise and sport. Laboratory sessions involve group projects in metabolism, pulmonary function, body composition, and evaluation of physical work capacity. Prerequisite: 215a or undergraduate exercise physiology. **{N}** 4 credits
James Johnson
Offered Spring 2003

530 Research and Statistical Methods for Exercise and Sport Studies
Quantitative and qualitative evaluation in exercise and sport studies, including statistical methods and critical research analysis. **{M}** 4 credits
Barbara Brehm-Curtis
Offered Fall 2002

540 Microcomputers in Exercise and Sport Studies
Examination of computer utilization in the organization and administration of physical activity programs. Major course components include: (a) wordprocessing, (b) graphics and animation, (c) spreadsheets, (d) databases, (e) biomechanical analysis, (f) nutritional and health analysis, and (g) computer-assisted learning, (h) Internet resources. **{M}** 4 credits
Donald Siegel
Offered Fall 2001

550 Women In Sport
A course documenting the role of women in sport as parallel and complementary to women's place in society. Contemporary trends will be linked to historical and sociological antecedents. Focus is on historical, contemporary, and future perspectives and issues in women's sport. Offered in alternate years. Admission of undergraduates by permission of the instructor. **{S}** 4 credits
Christine Shelton
Offered Fall 2001

565 Seminar in Skill Acquisition and Performance
Survey of topics relevant to skill acquisition and performance, including detailed analysis of perceptual, decision-making, and effector processes. Independent research required. **{N}** 4 credits
Donald Siegel
Offered Fall 2002

570 Seminar in Sport Psychology
An examination of sport from a psychological perspective. Topics include group processes, imagery, leadership, motivation, perceived exertion, personality, self-efficacy, social facilitation, and the effect of stress on performance. Students are required to do independent research. **{S}** 4 credits
Donald Siegel
Offered Spring 2002

575 Sports Medicine: Concepts in Care and Prevention of Athletic Injury
Theory and practice of sports medicine with emphasis on injury prevention, protection, and rehabilitation. Prerequisite: 210 or the equivalent. Enrollment is limited. **{N}** 2 credits
To be announced
Offered Spring 2003

580 Special Studies
Adapted physical education, administration, current problems, exercise physiology, kinesiology, motor learning, or other approved topics. Hours scheduled individually. 1 to 4 credits
Members of the department
Offered both semesters each year

590 Thesis
4 credits
Offered Fall 2001, Fall 2002

590d Thesis
8 credits
Full-year course; offered each year

Film Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Assistant Professor
Alexandra Keller, Ph.D.

Advisers
**[1] Dean Flower, Professor of English Language and Literature
Dawn Fulton, Assistant Professor of French Language and Literature
Jefferson Hunter, Professor of English Language and Literature
Barbara Kellum, Professor of Art, Director
*[1] Hans R. Vaget, Professor of German Studies and of Comparative Literature

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200 Introduction to Film Studies
An overview of cinema's historical development as an artistic and social force. Students will become familiar with the aesthetic elements of cinema (visual style, sound, narration and formal structure), the terminology of film production, and film theories relating to formalism, ideology, psychoanalysis and feminism. Films (both classic and contemporary) will be discussed from aesthetic, historical and social perspectives, enabling students to approach films as informed and critical viewers. Enrollment limited to 40. **{A}** 4 credits
Alexandra Keller
Fall 2001

241 Genre/Period
4 credits

Women and American Cinema: Representation, Speculatorship, Authorship
This course provides a broad survey of women in American cinema—women on screen, as spectators, and as filmmakers—from the silent period to the present. It examines how women are represented in films, and how those images relate to actual contemporaneous American society and culture. The course also explores issues of female spectatorship and female authorship as they relate to genre, the star and studio systems, dominant codes of narration, and conceptions of the female gaze. **{A}**
Alexandra Keller
Offered Fall 2001

The Western and American Identity
This class examines the relation of perhaps the defining American film genre to questions of both American Cinema and American Identity. How are Westerns reflective and symptomatic of vital issues in United States history and culture? How does the genre help shape and define how Americans think of themselves? How did the genre change over the post-war period, and what does this tell us about the changing needs, ideas, and ideologies of both American filmmaking and the United States itself?. Enrollment limited to 12. **{A}**
Alexandra Keller
Offered Spring 2002

245 British Film and Television
A survey of the British cinema from the thirties to the present day, with some attention to literary parallels and literary adaptations, and with a look at recent television drama. Works by Alfred Hitchcock, the documentarists Humphrey Jennings and Michael Apted, "the Archers" (Michael Powell and Emeric Pressburger), Mike Leigh, Tony Richardson, the Boulting brothers, Carol Reed; Ealing comedy; film by and about multicultural Britain; the "heritage cinema" of Ismail Merchant and James Ivory; versions of Shakespeare; Alan Bennett's spy thriller A *Ques-*

tion of Attribution and Dennis Potter's gangster miniseries *The Singing Dectective*. Readings in George Orwell, Graham Greene, Shakespeare, and Kazuo Ishiguro. Prerequisite: a college course in English literature or in film, or permission of the instructor. **{L/A}** 4 credits
Jefferson Hunter
Offered Spring 2002

280 Introduction to Video Production and the History of Video Art
Video I is an introductory video production course. This class will introduce you to the history and contemporary practice of video art/documentary video and will provide you with the technical and conceptual skills to complete creative video projects in small groups and individually. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project.
Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. **{A}** 4 credits
Liz Miller
Offered Fall 2001, Fall 2002

282 Advanced Video Seminar
This course is designed to explore video as a creative medium of cinematic expression. Students with a solid understanding of basic video production will have an opportunity to work intensively with video in a seminar environment to explore advanced aspects of the medium. The course will make use of critique and the viewing and discussion of film and video works to give students an expanded understanding of the technical demands and creative potential of the medium. Students in the course will work on an individual production over the course of the semester as well as participate in shorter group problem-solving projects. Some alternative media may be explored. Prerequisite: FLS281 or equivalent. **{A}** 4 credits
Justin West
Offered Spring 2002

350 Questions of Cinema
Film and the Other Arts: Visual Culture from Surrealism to MTV.
This class investigates cinema and its relationship to the rest of 20th century art, especially visual culture. Working with the premise that film has been arguably the most influential, powerful and central creative medium of the age, the course examines how film has been influenced by, and how it has influenced, interacted with, critiqued, defined, and been defined by other media. Historically, we shall examine how film has moved from a marginal to a mainstream art form, while still often maintaining a very active avant-garde practice. The class also looks at how cinema has consistently and transhistorically grappled with certain fundamental issues and themes, comparing the nature of cinematic investigation with that of other media. Prerequisite: FLS 200. **{A}** 4 credits
Alexandra Keller
Offered Fall 2001

351 Film Theory
This seminar explores main currents in film theory, including formalist, realist, structuralist, psychoanalytic, feminist, poststructuralist, cognitivist, and cultural-contextualist approaches to questions regarding the nature, function, and possibilities of cinema. The course is designed as an advanced introduction and assumes no prior exposure to film theory. Fulfills film theory requirement for the minor. Prerequisite: 200 or the equivalent. **{A}** 4 credits
Alexandra Keller
Offered Spring 2002

404 Special Studies
4 credits
Offered both semesters each year

Crosslisted Courses

ENG 120 Colloquia in Literature
Shakespeare and Film
A study of the way filmmakers edit, distort, clarify, and otherwise interpret Shakespeare's plays; the process of metamorphosing theatre into film, imagery into image. Works to be studied include *Henry V, Macbeth, A Midsummer Night's Dream, The Taming of the Shrew, The Tempest*, and *Hamlet* or *King Lear*. **{L} WI** 4 credits
Jefferson Hunter, Gillian Kendall
Offered Fall 2001, Spring 2002

FRN 244 French Cinema
From the 1930s to the 1990s: Sixty Years of French Cinema.
A survey of French cinema from the beginning of the "*parlant*" through the New Wave to the revival of the film "*à la française*." Films by such directors as René Clair, Marcel Carné, Jean-Luc Godard, Agnès Varda and Claude Sautet. Given in French. Prerequisite: FRN 220, 230, 235, or permission of the instructor. Film screening time: M 7:30 p.m. **{L/A/F}** 4 credits
Martine Gantrel
Offered Spring 2002

THE 317 Movements in Design
Topics in Lighting Design. Permission of the instructor required. **{L/H/A}** 4 credits
To be announced
Offered Fall 2001

The Minor

Adviser: To be announced.

The Film Studies Program offers the opportunity for in-depth study of the history, theory, and criticism of film and other forms of the moving image. The Program's primary goal is to expose students to a wide range of cinematic works, styles and movements in order to cultivate critical understanding of the medium's significance as an art form, as a means of cultural and political expression, and as a reflection of social ideologies and mentalities.

Requirements: six semester courses to be taken at Smith or, by permission of the director, elsewhere among the Five College institutions.

Required courses:
FLS 200 Introduction to Film Studies
FLS 351 Film Theory

Electives:
AAS 350 Seminar: Race and Representation: Afro-Americans in Film
ARH 280 Film and Art History
ENG 120 Colloquia in Literature: Shakespeare and Film
FLS 241 Genre/Period
FLS 245 British Film and Television
FLS 280 Video Production Workshop
FLS 281 Video Production Workshop
FLS 282 Advanced Video Production Workshop
FLS 350 Questions of Cinema
FRN 244 French Cinema
GER 230 German Cinema
ITL 342 Italian Cinema
SPN 246 Topics in Latin American Literature: Topic: Latin American Film as Visual Narrative
SPN 246 Topic: The Bronze Screen: Performing Latina/on Film and in Literature
THE 317 Movements in Design

First-Year Seminars

Visiting faculty and some lecturers are generally appointed for a limited term.

These courses will be taught on an experimental basis and are to be offered not more than twice during the first semester in the academic years 2001–02 to 2002–03.

FYS 112 The Work of Repair
Human beings appear to spend a great deal of time on projects of repair—fixing objects, mending relationships, repairing the social and political damage left in the wake of past events. What do such projects require of the mender? What changes take place in the mended? When is repair desirable? When is it inappropriate or impossible? Among the topics for examination: the restoration of works of art; repair of the environment; the function of criticism and revision; the place of legal reparations; the meaning of apology and reconciliation. Enrollment limited to 16 first year students.
{S} WI 4 credits
Elizabeth V. Spelman (Philosophy)
Offered Fall 2001

FYS 117 Barbarians at the Gates: The Idea of Decline from the Romans to the Computer Age
"The preoccupation with decline," as one recent critic observes, "has very deep roots in Western thought." This course will analyze a range of texts (fiction, social criticism, film) from Greco-Roman antiquity to the present that articulate, in some form, the rhetoric of social decline. Our task will be to identify this rhetorical system's essential structures and controlling tropes (such as the nostalgic invocation of an idealized past), and to see how they persist and adapt themselves to different historical moments. We will reflect on the pervasiveness and power of cultural discourses in general, and ultimately consider how postmodern forces have begun to dismantle the one in question. (E) **{L/H) WI** 4 credits
Nancy Shumate (Classical Languages and Literatures)
Offered Fall 2001

FYS 121 The Evolution and Transformation of the Northampton State Hospital
This seminar explores the rise and demise of the Northampton State Hospital, its impact on the city of Northampton's character and development, and the current planning process around the redevelopment of the site. The Northampton State Hospital grounds lie adjacent to (west of) Smith College. The facility was opened in the mid-1800s as the third hospital for the insane in Massachusetts. At its height, a century later, it had more than 2000 patients and more than 500 employees. In 1978, a federal district court consent decree ordered the increased use of community-based treatment as one part of a process of deinstitutionalizing the mentally ill in Western Massachusetts. In 1993 the hospital was officially closed. Now, 154 acres of land and 45 buildings on the "campus" have been made available by the state for reuse and future development. As a case study of socioeconomic change and public policy, this seminar will explore the history of the Northampton State Hospital, deinstitutionalization, and the hospital's closing, and the prospects for the site. Students will develop background and skills, including map reading, site visits, and historical research, to prepare material for local historical libraries and to contribute to the planning process for the redevelopment of the hospital grounds. Enrollment limited to 16 first-year students.
{H/S} WI 4 credits
Thomas Riddell (Economics and member of the Advisory Committee of the Program in American Studies)
Offered Fall 2001

FYS 123 Technology and the Invention of Modern America
An introduction to the role of technological change as it has shaped American history, and the forces that shape the evolution of technology. Does technology drive history? In what sense are technologies socially constructed? What role does war play in generating new technology, and how has technology changed warfare? Is technology just applied science? How have steam engines, automobiles, electrification, computers, and similar changes reshaped everyday life? Students will explore these issues and develop expertise through readings, including some primary sources, videos, and field trips to local museums. **{H/S} WI**
4 credits
Mark Aldrich (Economics)
Offered Fall 2001

FYS 130 Lions: Science and Science Fiction
The earliest cave paintings illustrate human interest in social mammals since the dawn of civilization. This seminar will explore how sociality fits into the biology of these mammals. We will study how the ecology, evolution, behavior, physiology, and reproduction of lions affects and is affected by their social structure. Also, during the semester we will see how novels such as the Chanur series by C.J. Cherryh have used this science to create science fiction. Enrollment limited to 16 first-year students. **{N}** Quantitative Skills 4 credits
Virginia Hayssen (Biological Science)
Offered Fall 2001

FYS 135 The Explorers
What does it feel like to go into the unknown? What do Burton, who searched for the source of the Nile, and Shackleton, who attempted to cross Antartica, have in common? How did they plan their trips, find their way? What dangers did they encounter? Why did some fail, die? In this seminar we will survey five major explorations. Students will work with historical documents, study navigation (including celestial), and work with various computer applications to develop presentations on the explorers. Quantitative Skills 4 credits
James Johnson (Exercise and Sport Studies)
Offered Fall 2001

FYS 136 People and the American City: Visual Display of Complex Information
An introduction to the graphical representation of quantitative ideas. Jane Jacob's classic conception of the way cities affect people and William H. White's pioneering approach to capturing information about the behavior of people in urban spaces will guide our exploration of the ways that empirical evidence can be marshaled to understand dynamic processes and relationships. Lecture, computing labs, field observation, and discussion. Enrollment limited to 16. Quantitative Skills 4 credits
Fletcher Blanchard (Psychology)

FYS 137 Philosophical Perspectives on Chemistry and Biochemistry: Of Minds and Molecules
What is the "shape" and "size" of a smell and what are its boundaries? What are the limits of using the metaphor of vision to understand the chemical senses? What is the relationship between the models that chemists use and the metaphors that are associated with those models? What do we mean when we speak of molecular "switches," "brakes," or other devices? Is chemistry an autonomous discipline or is it reducible to physics? Do the industrial chemist, the polymer chemist and the organic chemist all look at things in the same way? What are the kinds of languages that scientists use and how are they different from the languages of the arts? We will use examples drawn primarily from chemistry and biochemistry in exploring these questions about science from a philosophical perspective. The course is designed for first-year students who would like to explore some of the current conceptual issues that create controversy about science. Enrollment limited to 20 first-year students. (E) **{N/M} WI** 4 credits
Nalini Bhushan (Philosophy) and David Bickar (Chemistry)
Offered Fall 2001

FYS 140 Literature and Medicine
This course explores the ways in which science and literature intersect by considering the theme of physical and mental illness in a range of genres: fiction, poetry, nonfiction essays and clinical studies. In discussions, oral presentations and written work, we will examine those ways in which

the language of one discipline—medicine—complements, counters, and illuminates the language of another, allowing us to see the patient as text, and the text as patient. Through an NEH grant, this course will be taught in collaboration with two high school classes; there will be opportunity for optional joint discussions and meetings with those teachers and students. Enrollment limited to 16 first year students. **{L} WI** 4 credits

Rosetta Cohen (Education and Child Study)

Offered Fall 2001

FYS 141 Reading, Writing, and Placemaking: Landscape Studies

Landscape Studies is the interdisciplinary consideration of how we view, define, and use the land, whether it be our backyard, a moonscape, or a national park. How does land become a landscape? How does space become a place? Scientists study and manipulate landscapes, and so do politicians, builders, hunters, children, artists, and writers, among others. In this course, we will examine how writers, in particular, participate in placemaking, and how the landscape influences and inhabits literary texts. The course will include some landscape history and theory, visits by people who study landscape from non-literary angles, and the discovery of how landscape works in texts in transforming and surprising ways. (E) **{L} WI** 4 credits

Anne Leone (French Language and Literature)

Offered Fall 2001

Foreign Language Literature Courses in Translation

Visiting faculty and some lecturers are generally appointed for a limited term.

The courses listed below are fully described in the originating department or program, shown by the initial three-letter designation. (See pages 64–66 for the key to department/program designations.)

For other courses that include literature in translation, see the listings in Comparative Literature and Film Studies.

CLS 190	The Trojan War
CLS 227	Classical Mythology
CLS 230	The Historical Imagination
CLS 232	Paganism in the Greco-Roman World
CLS 233	Gender and Sexuality in Greco-Roman Culture
CLS 234	Rites of Passage
CLS 236	Cleopatra: Histories, Fictions, Fantasies
EAL 100	The Literary Traditions of East Asia: China, Japan, and Korea
EAL 231	The Culture of the Lyric in Traditional China
EAL 232	Modern Chinese Literature
EAL 233	The Chinese Literary Tradition
EAL 235	How Poems Mean in China and the West
EAL 236	Modernity: East and West
EAL 240	Japanese Language and Culture
EAL 241	Traditional Japanese Literature
EAL 242	Modern Japanese Literature
EAL 243	Japanese Poetry in Cultural Context
EAL 244	Construction of Gender in Modern Japanese Women's Writing
EAL 245	Writing the "Other" in Modern Japanese Literature
EAL 261	Major Themes in Literature: East-West Perspectives
EAL 360	Seminar: Topics on East Asian Languages and Literatures
GER 151	Colloquium: Germans and Jews
GER 227	Topics in German Studies
GER 230	Topics in German Cinema
GER/MUS271	Richard Wagner: Pro and Contra
GER 288	Narratives of the Nation, 1806–1990
RUS 126	Readings in 19th-Century Russian Literature
RUS 127	Readings in 20th-Century Russian Literature
RUS 235	Tolstoy
RUS 235	Dostoevsky
RUS 236	Russian Drama
RUS 237	The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*
RUS 239	Major Russian Writers

French Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†[1] James J. Sacré, Ph.D.
**[1] David R. Ball, Lic. ès L., Docteur en Littérature Générale et Comparée (French Language and Literature and Comparative Literature)
**[2] Mary Ellen Birkett, Ph.D.
Ann Leone, Ph.D.
Janie Vanpée, Ph.D., *Chair*
*[1, *2] Eglal Doss-Quinby, Ph.D.
**[2] Martine Gantrel, Agrégée de l'Université, Docteur en Littérature Française

Associate Professor
§[1, *2] Denise Rochat, Ph.D.

Assistant Professors
Jonathan Gosnell, Ph.D.
**[1] Hélène Visentin, M.A., D.E.A, Docteur de L'Université
Dawn Fulton, Ph.D.

Instructor
Nicolas Russell, M.A.

Lecturers
Nicole Ball, C.A.P.E.S. de Lettres Modernes
Christiane Métral, Lic. ès. L.
Catherine Marchiset Bloom, M.A.

Visiting Lecturer from the École Normale Supérieure in Paris
Charles Guérin, Maîtrise

All classes and examinations in the department are conducted in French with the exception of cross-listed courses unless indicated. In all language courses, slide lectures, films, and work in the Center for Foreign Languages and Cultures will supplement classroom instruction.

Students who receive scores of 4 and 5 on the Advanced Placement tests in French Language and Literature may not apply that credit toward the degree if they complete any course in the sequence prior to 230.

Qualified students may apply for residence in La Maison Française, Dawes House.

Language

Credit is not granted for the first semester only of French 101d.

101d Accelerated Beginning French
A one-year accelerated introduction to French, based on the video method "French in Action" and materials such as articles, poems, and short stories. Students completing the course normally go on to French 220 or 230. Students may become eligible for study in Paris or Geneva during their junior year by taking 3 courses at the 220 level or above in their sophomore year. Class meetings: four days a week and daily work in the Center for Foreign Languages and Cultures (CFLAC). Enrollment limited to 20 per section. **{F}** 10 credits
Ann Leone, Mary Ellen Birkett, Nicolas Russell, Fall 2001
Dawn Fulton, Mary Ellen Birkett, Nicolas Russell, Spring 2002
Full-year course; offered each year

120 Intermediate French
Review of basic grammar and language skills based on a film, video clips, a play, and poems Emphasis on oral expression through role plays and discussions. Weekly compositions. Prerequisite: two or three years of high school French. FRN 120 is not open to students who have completed FRN 101d. Students completing the course nor-

mally go on to French 220. Enrollment limited to 20 per section. Four class hours per week plus laboratory. {F} 4 credits
Christiane Métral, Nicole Ball, Fall 2001
Offered Fall each year

220 High Intermediate French
Comprehensive review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play, and a novel. Prerequisite: three or four years of high school French, 101d or permission of the department. Students completing the course normally go on to French 230 or above. {F}
4 credits
Martine Gantrel, David Ball, Catherine Bloom, Fall 2001
Offered Fall each year

220 High Intermediate French
A continuation of 120. Review of language skills through weekly practice in writing and class discussion. Texts may include a movie or video, a comic book, a play, and a novel. Prerequisite: 120, or permission of the department. Students completing the course normally go on to French 230 or above. {F} 4 credits
Jonathan Gosnell, Dawn Fulton, Spring 2002
Offered Spring each year

255j Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
A total immersion course in French oral expression. Using authentic cultural materials—French films and television programs such as roundtable discussions, formal interviews, intellectual exchanges and documentary reporting—students will analyze and learn how the French converse, argue, persuade, disagree and agree with one another. Intensive practice of interactive multimedia exercises, role-playing, debating, presenting formal *exposés*, and correcting and improving pronunciation. Prerequisite: one course above FRN 220 or permission of the instructor. Admission by interview with instructor during advising week. Normally, this course does not count as preparation for Smith Junior Year Abroad programs in Paris and Geneva. Enrollment limited to 14.
{F} 4 credits
Christiane Métral
Offered Interterm 2002

300 Advanced Grammar and Composition.
Emphasis on some of the more difficult points of grammar. Weekly compositions; some work in phonetics. Discussions and reports based on short texts and films. Prerequisite: normally, one course in French at the 250 level or permission of the instructor. {F} 4 credits
Hélène Visentin, Fall 2001
Offered Fall each year

385 Advanced Studies in Language
Comparative Stylistics
For advanced students who wish to explore the rich variety of expressive possibilities in French and achieve clarity and elegance in written communication. Translation exercises designed to highlight the similarities and differences, the supports and interferences between French and English structures. Development of writing proficiency through rhetorical analysis and pastiche. Exposure to a wide range of styles, from the literary to the colloquial. {F}
4 credits
Eglal Doss-Quinby
Offered Spring 2002

Intermediate Literature and Culture

230 Readings in Modern Literature
An introduction to literature, designed to develop skills in oral expression and expository writing. A transition from language courses to more advanced courses in literature and culture. A student may take only one section of 230. Prerequisite: 220, or permission of the instructor.
{L/F} 4 credits
Offered each Fall and Spring
Sections as follows:

Childhood and Self-Discovery
An examination of the representation of childhood and its relationship to family, society, memory, creativity, and self-discovery. Readings from 19th and 20th century French and Francophone authors such as Colette, Maupassant, Alain-Fournier, Cocteau. Films by directors such as Truffaut, Malle, and others. {L/F} 4 credits
Charles Guérin, Fall 2001

Quest for Identity
Who am I? Is the self united or divided? What is its relation to others? These questions, addressed by a number of 20th century writers, will be the central focus in a course that introduces the fundamental concepts of literary criticism. Reading of poems, plays, stories and novels by Beckett, Duras, Annie Ernaux, and Patrick Modiano. **{L/F}** 4 credits
Nicole Ball, Fall 2001
Charles Guérin, Spring 2002

Fantasy and Madness
A study of madness and its role in the literary tradition. Such authors as Maupassant, Flaubert, Myriam Warner-Vieyra, J.-P. Sartre, Marguerite-Duras. The imagination, its powers and limits in the individual and society. **{L/F}** 4 credits
Nicole Ball, Spring 2002

Black Francophone Women Writers
Images of slavery, sexuality, and France in the works of contemporary black women writers from Africa and the Caribbean. Such authors as Mariama Bâ, Maryse Condé, and Myriam Warner-Vieyra. **{L/F}** 4 credits
Dawn Fulton, Fall 2001

244 French Cinema
From the 1930s to the 1990s: Sixty Years of French Cinema.
A survey of French cinema from the beginning of the "parlant" through the New Wave to the revival of the film "à la française." Films by such directors as René Clair, Marcel Carné, Jean-Luc Godard, Agnès Varda and Claude Sautet. Given in French. Prerequisite: FRN 220, 230, or permission of the instructor. Film screening time: M 7:30 p.m.
{L/A/F} 4 credits
Martine Gantrel
Offered Spring 2002

251 The French Press Online
A study of contemporary France through daily readings of French magazines and newspapers online. Prerequisite: a course above 220 or permission of the instructor. **{S/F}** 4 credits
Martine Gantrel, Charles Guérin, Spring 2002
Offered Spring each year

253 Medieval and Renaissance France
A study of cultural relationships in the Middle Ages and the Renaissance. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on culture. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits
Nicolas Russell, Fall 2001
Mary Ellen Birkett, Spring 2002
Offered both semesters each year

254 France Before the Revolution: The Ancien Régime
From Versailles to the guillotine: a study of cultural relationships in the 17th and 18th centuries. Analysis of representative literary texts and other documents supplemented by illustrated lectures and films. Emphasis on literature. Basis for both French literature and French studies majors. Prerequisite: a course above 220 or permission of the instructor. **{L/S/F}** 4 credits
Janie Vanpée, Fall 2001, Spring 2002
Offered both semesters each year

256 From Revolution to Revolution: 1789 to 1968
An introduction to important transformations in 19th- and 20th-century French society. We will examine various historic events and analyze their impact on political, social, and cultural developments. We will gain a sense of how these symbolic moments have transformed French language and political thought, and how they are reflected in cultural forms such as literature, music, art, and film. Prerequisite: a course above FRN 220 or permission of the instructor.
{F/H/S} 4 credits
Jonathan Gosnell
Offered Fall 2001

260 Literary Visions
This course will study how pivotal novelists of the 19th and 20th centuries shape their literary vision of the world and lead the reader to share it. Readings of novels from Balzac to Duras. Well-qualified first-year students are urged to seek admission to this course. Prerequisite: a course above FRN 220 or permission of the instructor. **{L/F}** 4 credits
Charles Guérin, Fall 2001, Spring 2002
Offered both semesters each year

Advanced Literature and Culture

Prerequisite: two courses in literature or culture at the 200 level or permission of the instructor.

320 Topics in Medieval /Renaissance Literature

From Top to Bottom: French Culture in the Time of Francis I (1515–1547).
A study of cultural constructs such as human identity, knowledge, values, communications, and technology throughout early 16th-century French society. We will consider how these constructs manifest themselves in popular, intellectual, and court culture through the analysis of various cultural products: stories, treatises, images, architectural structures, ephemera, legal documents, and public events. **{L/F}** 4 credits
Nicolas Russell
Offered Spring 2002

360 Topics in Nineteenth/Twentieth Century Literature

The Romantic Revolution. A study of the French version of the cultural upheaval that swept all of Europe in the early 19th century, providing the basis of many artistic, social and political norms by which we still live. Readings will include works by Rousseau, Chateaubriand, Hugo, Lamartine, Vigny, Musset, Sand, de Duras, and Stendhal. **{L/F}** 4 credits
Mary Ellen Birkett
Offered Fall 2001

370 Genre Studies

Myth and Tragedy. A study of the evolution of the tragedy from the 16th century to the present, as compared to the model of classical antiquity. Emphasis on stage setting, public and dramatic theory. The course will also explore the notion of the tragic, and its relationship to myth. Works by authors such as Robert Garnier, Pierre Corneille, Jean Racine, Jean Giraudoux and Jean Anouilh. Course materials will include paintings, music and films. **{L/F}** 4 credits
Hélène Visentin
Offered Fall 2001

380 Topics in French Cultural Studies

To Be or Not to Be (French)?
The course will examine how and why haute cuisine and the cultural hegemony of Paris have become two major symbols of French identity, and how challenged these symbols are by the global economy and the European Community rule. Course material will include sociological and historical primary and secondary sources, literary excerpts, as well as films by famous contemporary French directors. Film screening time: M 7:30 p.m. **{S/F/L}** 4 credits
Martine Gantrel
Offered Fall 2001

America in the French National Conscience: From Tocqueville to PC
Over the past two centuries, what hold has "America" had on the French imagination? What kinds of sentiment does America evoke in intellectual, artistic and political circles in France today? Through a careful reading of selected works, we will consider America as seen through the French lens—as democratic model, as modernity personified, as cultural menace. Our collaborative study will take us from virulent anti-Americanism to the "Americanization" of French society. We will examine contemporary French views articulated in the media and the arts. Particular attention will be paid to cross-cultural perceptions. **{S/F}** 4 credits
Jonathan Gosnell
Offered Spring 2002

Seminars

Prerequisite: one course at the 300 level.

391 Topics in Literature

Voices of the Past: History and Orality in the French Caribbean Novel
A study of the intersections between history and fiction, spoken and written discourse, French and Creole, in recent novels from Martinique and Guadeloupe. Readings will include critical and fictional works by such writers as Chamoiseau, Condé, S. Schwarz-Bart, Maximin, Glissant, and Pineau. **{L/F}** 4 credits
Dawn Fulton
Offered Fall 2001

392 Topics in Culture
The Belle Epoque, 1885–1914
Modernism—a new way of seeing and representing the world—revolutionized the arts in Paris, at the same time that anarchist attacks, the Dreyfus Affair, and other scandals galvanized the press. Montmartre was semi-rural, and many hoped that the Eiffel Tower would be demolished soon after the 1889 Exposition. Anarchism and *boulangisme*, futurism and expressionism, the criminal world of the *roman policier* and Proust's ageing socialites, all coexisted in a city and time that were model and harbinger of even greater changes to come, with World War I. Other authors and topics will include Zola, Maupassant, Apollinaire, Jarry, Colette, Nathalie Clifford Barney and her circle; *la mode féminine*, café culture, technology and art. **{L/F}** 4 credits
Ann Leone
Offered Spring 2002

404 Special Studies
Admission by permission of the department; normally for junior and senior majors and for qualified juniors and seniors from other departments. 4 credits
Offered both semesters each year

Cross-Listed Courses

CLT 272	Women Writing: 20th-Century Fiction
CLT 279	Women Writers of the Middle Ages
CLT 288	Bitter Homes and Gardens: Domestic Space and Domestic Discord in Three Modern Women Novelists
CLT 300	Contemporary Literary Theory
CLT 333	Poetry and Madness

Study Abroad in Paris or Geneva

Advisers:
Paris: David Ball (Fall)
Eglal Doss-Quinby (Spring)
Geneva: Jonathan Gosnell

Majors in both French language and literature and French studies who spend the year in Paris or Geneva will normally meet certain of the requirements during that year, in particular the 300-level courses in language.

Recommendations for study abroad:

Normally, students going on Smith College Junior Year Abroad programs to Paris or Geneva should have completed a minimum of four semester-long courses of college French, of which at least one should be taken in the spring semester preceding study abroad. Students beginning French with FRN 101 must take three more French courses in their sophomore year. Students should take one of the following: 253, 254, 256, 260, or a course at a higher level. FRN 255j normally will not count as preparation for Smith College study abroad programs.

The Majors

Advisers: David Ball, Mary Ellen Birkett, Eglal Doss-Quinby, Dawn Fulton, Martine Gantrel, Jonathan Gosnell, Ann Leone, Hélène Visentin.

French Language and Literature

Requirements:
1. The basis for the French language and literature major: 253, 254, or an equivalent accepted by the department;
2. 300, followed by 385;
3. a 300-level 4-credit course or seminar in French literature, to be taken in the senior year;
4. six additional 4-credit courses in French at the 230 level or above (of which 4 must be in literature). Starting with the class of 2002 two of these courses must be taken in the senior year.
5. Normally FRN 255j will not count towards fulfilling the requirements of the major.

Majors in French literature must have a minimum of six (6) 300-level courses in French, including 300 and 385. Starting with the class of 2002, two of these courses must be taken in the senior year.

Students majoring in French literature must take at least two (2) courses in periods before the 19th century. FRN 253 and above may count toward the period requirement. French literature majors are encouraged to take CLT 300, Contemporary Literary Theory.

French Studies

Requirements:

1. The basis for the French Studies major: 253, 254, or an equivalent accepted by the department;
2. 300, followed by 385;
3. 380 or 392, a seminar in French Studies,to be taken in the senior year;
4. six additional 4-credit courses in French at the 230 level or above (of which 2 may be chosen from the French department, or from appropriate offerings in other departments). Starting with the class of 2002 two of these courses must be taken in the senior year.
5. Normally FRN 255j will not count toward fulfilling the requirements of the major.

Majors in French Studies must have a minimum of five (5) 300-level courses in French, including 300 and 385. Starting with the class of 2002, two of these courses must be taken in the senior year.

Students majoring in French Studies must take at least two (2) courses in periods before the 19th century. FRN 253 and above may count toward the period requirement.

Honors

Director: Martine Gantrel

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall semester each year

Requirements: a student eligible for the honors program may enter it as a junior or before the end of the second week of classes in September of her senior year. It is possible to enter the honors program as early as the second semester of the junior year. In addition to the normal requirements of the major, the candidate will write a thesis over the course of either one or two semesters. A one-semester thesis is due in the first week of the second semester of the senior year. A two-semester thesis is due by April 15 of the senior year. In the second semester of the senior year, the candidate will take an oral examination based on her thesis and the field in which it was written. Prospective entrants are advised to begin planning their work well in advance and undertake preliminary research and reading during the second semester of the junior year.

Graduate

Adviser: Ann Leone.

559 The Teaching of French
Practical exercises in foreign language teaching supported by exposure to past and current theories of second language acquisition. Topics include: teaching for cultural understanding; planning instruction for the development of speaking, listening, writing and reading skills; how to establish objectives; how to present, personalize, and review material; the accuracy issue; formats for proficiency-oriented classroom testing. Open to seniors and students preparing for teacher certification.
{F} 4 credits
Janie Vanpée
Offered Spring 2002

580 Advanced Studies
Arranged in consultation with the department.
4 credits
Offered both semesters each year

580d Advanced Studies
8 credits
Full-year course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Geology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
H. Robert Burger, Ph.D., Chair
†[2] H. Allen Curran, Ph.D.
†[1] John B. Brady, Ph.D.
Robert M. Newton, Ph.D.

Assistant Professors
Bosiljka Glumac, Ph.D.
Amy Larson Rhodes, Ph.D.
Mark E. Brandriss, Ph.D.

Laboratory Instructor
Neil E. Tibert, M.Sc.

Research Associate
Casey Ravenhurst, Ph.D.

Students contemplating a major in geology should elect 111, 108, 121 or FYS 134 and see a departmental adviser as early as possible. All 100-level courses may be taken without prerequisites.

105 Natural Disasters: Understanding and Coping
An analysis of earthquakes, floods, hurricanes, volcanic eruptions, landslides, and tornadoes. Topics include the current status of predicting disasters, how to minimize their impact, public policy issues, the effect of disasters on the course of human history, and the record of past great disasters in myth and legend. Intended for nonscience majors. **{N}** 4 credits
Robert Burger
Offered Fall 2001, Fall 2002

108 Oceanography
An introduction to the global marine environment, with emphasis on seafloor dynamics, submarine topography and sediments, the nature and circulation of oceanic waters, ocean-atmosphere interactions, coastal processes, marine biologic productivity, and pollution and exploitation of the oceans by humans. One field trip to the Massachusetts coast and one optional oceanographic training cruise. **{N} WI** 4 credits
Allen Curran, Spring 2002
Neil Tibert, Spring 2003
Offered Spring 2002, Spring 2003

109 The Environment
A study of the interrelationships between various elements of the earth's environment and human activity. Topics include effects of acid rain, groundwater and surface water pollution, global climate change, geologic hazards, and land-use planning. **{N}** 4 credits
Amy Rhodes
Offered Spring 2002, Spring 2003

111 Introduction to Earth Processes and History
An exploration of the concepts that provide a unifying explanation for the causes of earthquakes and volcanic eruptions and the formation of mountains, continents, and oceans. A discussion of the origin of life on earth, the patterns of evolution and extinction in plants and animals, and the rise of humans. Labs and field trips in the local area will examine evidence for ancient volcanoes, earthquakes, rivers, ice ages, and dinosaur habitats. **{N}** 4 credits
Robert Newton, Fall 2001
Neil Tibert, Spring 2002
Amy Rhodes, Fall 2002

Mark Brandriss, Spring 2003
Offered Fall 2001, Spring 2002, Fall 2002, Spring 2003

FYS 134 or 121 Geology in the Field
Clues to more than 500 million years of earth history can be found in rocks and sediments near Smith College. Students in this course will attempt to decipher this history by careful examination of clues in the field. Class meetings will take place principally outdoors (weather permitting) at interesting geological localities around the Connecticut Valley. Participants will prepare regular reports based on their observations and reading, building to a final paper on the geologic history of the area. Enrollment limited to 14. **{N} WI** 4 credits
John Brady
Offered Fall 2002

FYS 131 Environmental Issues on Campus
This course is designed to use the natural outdoor setting of the Smith College Campus Pond and the Smith College Experimental Forest in Whately, Massachusetts, to evaluate the environmental impact of land-use changes. We will investigate how dredging the campus pond may impact ecosystems located downstream, the history of dam construction along the Mill River, and how colonial and modern agricultural activity and development have impacted the chemistry of soils. Class time will be spent making field measurements and observations or performing laboratory analyses on water and soil samples collected in the field. Students will submit written assignments following each field trip or laboratory exercise. Enrollment limited to 14 (van capacity) first-year students. (E) **{N} WI** 4 credits
Amy Rhodes (Geology)
Offered Fall 2002

221 Mineralogy
A project-oriented study of minerals and the information they contain about planetary processes. The theory and application to mineralogic problems of crystallography, crystal chemistry, crystal optics, x-ray diffraction, quantitative x-ray spectroscopy, and other spectroscopic techniques. The course normally includes a weekend field trip to important geologic localities in the Adirondack Mountains. Prerequisite: 111, 108, 121 or FYS 134. **{N}** 4 credits
Mark Brandriss, Fall 2001
John Brady, Fall 2002
Offered Fall 2001, Fall 2002

222 Petrology
An examination of typical igneous and metamorphic rocks in the laboratory and in the field in search of clues to their formation. Lab work will emphasize the microscopic study of rocks in thin section. Weekend field trips to Cape Ann and Vermont are an important part of the course. Prerequisite: 221. **{N}** 4 credits
Mark Brandriss, Spring 2002
John Brady, Spring 2003
Offered Spring 2002, Spring 2003

231 Invertebrate Paleontology and Paleoecology
A study of the major groups of fossil invertebrates including their phylogenetic relationships, paleoecology, and geologic-biostratigraphic importance. Special topics include speciation, functional adaptations, paleoenvironments, consideration of the earliest forms of life, and the record of extinctions. Weekend field trip to New York State. Prerequisite: 111, 108, 121 or FYS 134; open without prerequisite to majors in biological sciences. **{N}** 4 credits
Allen Curran
Offered Fall 2001

232 Sedimentology
A project-oriented study of the processes and products of sediment formation, transport, deposition and lithification. Modern sediments and depositional environments of the Massachusetts coast are examined and compared with ancient sedimentary rocks of the Connecticut River Valley and eastern New York. Field and laboratory analyses focus on the description and classification of sedimentary rocks, and on the interpretation of their origin. The results provide unique insights into the geologic history of eastern North America. Two weekend field trips. Prerequisite: 111, 108, 121 or FYS 134. **{N}** 4 credits
Bosiljka Glumac
Offered Fall 2001, Fall 2002

241 Structural Geology
The study and interpretation of rock structures, with emphasis on the mechanics of deformation, behavior of rock materials, and methods of analysis. Weekend field trip to Connecticut and New York State. Prerequisite: 111, 121 or FYS 134, and 232 or 222. {N} 4 credits
Robert Burger
Offered Spring 2002, Spring 2003

246 Geology of Death Valley
This field-oriented course will examine the diverse geology of Death Valley including its geomorphological evolution and its structural and volcanic history. Special attention will be directed to those processes currently modifying Death Valley's landscape. Prerequisites: 111 or equivalent and permission of the instructor. {N} 4 credits
Robert Burger
Offered Spring 2003

251 Geomorphology
The study of landforms and their significance in terms of the processes that form them. Selected reference is made to examples in the New England region and the classic landforms of the world. Prerequisite: 111, 108,121 or FYS 134. {N} 4 credits
Robert Newton
Offered Spring 2002, Spring 2003

270j Carbonate Systems and Coral Reefs of the Bahamas
A field-oriented course to examine the diverse carbonate sediment-producing, modern environments typical of the Bahama Islands, including a variety of shallow subtidal shelf environments, coral reefs, lagoons, beaches, dunes, and lakes. The Quaternary rocks that cap the islands will be studied to establish paleoenvironmental analogues to the modern environments and to understand better the processes that modify sediments in the transition to the rock record. Students will conduct an individual or small group project. Prerequisites: completion of an introductory-level geology course and permission of the instructors. Enrollment limited to 16. Offered in alternate years. {N} 3 credits
Allen Curran, Bosiljka Glumac
Offered Interterm 2002

301 Aqueous Geochemistry
The study of geochemical reactions that result from the interaction of natural waters with geological materials. Emphasis will be on the processes that control water quality in surface and groundwaters. Principles to be covered include alkalinity and pH, equilibrium thermodynamics, mineral solubility, metal complexation, redox reactions, and stable isotope geochemistry. The laboratory will focus on wet-chemistry analytical techniques and include field trips to regional watersheds and an abandoned mine. One weekend field trip. Prerequisite: CHM 111. Enrollment limited to 9. {N} 4 credits
Amy Rhodes
Offered Fall 2001

PPL 303 Seminar in Public Policy for Marine and Coastal Resources

309 Groundwater Geology
A study of the occurrence, movement, and exploitation of water in geologic materials. Topics include well hydraulics, groundwater chemistry, the relationship of geology to groundwater occurrence, basin-wide groundwater development, and groundwater contamination. A class project will involve studying a local groundwater problem. Prerequisites: 111, 121 or FYS 134, and MTH 111. Enrollment limited to 14. {N} 4 credits
Robert Newton
Offered Fall 2002

311 Environmental Geophysics
Theory and environmental applications of geophysical techniques including reflection and refraction seismology, gravimetry, electrical resistivity, and magnetics. Extensive fieldwork including delineating aquifer geometries, determining buried landfill boundaries, and mapping leachate plumes. Prerequisites: two geology courses at the intermediate level, and MTH 111. Enrollment limited to 12. {N} 4 credits
Robert Burger
Offered Fall 2001

334 Carbonate Sedimentology
A detailed study of the formation, deposition, lithification, and diagenesis of carbonate sediments. Topics include modern carbonate-produc-

ing environments and the history of carbonate rocks from the Precambrian to the present. Class meetings will include faculty and student presentations and practical work with thin sections and hand samples. One weekend field trip to classic carbonate localities in New York State. Prerequisite: 232a. Enrollment limited to 14. {N} 4 credits
Bosiljka Glumac
Offered Spring 2003

355 Geology Seminar
Geology and Ecology of Coral Reefs: Past, Present and Future.
Open to seniors and qualified juniors with permission of the instructor. {N} 3 credits
Allen Curran and Paulette Peckol
Offered Spring 2002

361 Tectonics and Earth History
A study of the interactions between global tectonic processes, continental growth and evolution, the formation and destruction of marine basins, and the history of life as revealed from the rock and fossil record of planet Earth. Prerequisites: all intermediate-level required courses in geology, any of which may be taken concurrently; geology minors with permission of the instructor. {N} 4 credits
Bosiljka Glumac, Spring 2002
Mark Brandriss, Spring 2003
Offered Spring 2002, Spring 2003

400 Advanced Work or Special Problems in Geology
Admission by permission of the department. Proposals must be submitted in writing to the project director by the end of the first week of classes. 2 or 4 credits
Members of the department
Offered both semesters each year

For additional offerings, see Five College Course Offerings by Five College Faculty.

The Major

Advisers: for the class of 2002, Bosiljka Glumac; for the class of 2003, Allen Curran; for the class of 2004, Amy Rhodes; for the class of 2005, Robert Newton.

Advisers for Study Abroad: Amy Rhodes, 2001–02; Robert Newton, 2002–03.

Basis: 111, or 108, or 121 or FYS 134.

Requirements: eight semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, 361 and one additional course at the advanced level. Majors planning for graduate school will need introductory courses in other basic sciences and mathematics. Prospective majors should see a departmental adviser as early as possible.

A summer field course is strongly recommended for all majors and is a requirement for admission to some graduate programs. Majors may petition the department to have a summer field course substitute for the requirement of a second advanced-level course.

The Minor

Advisers: same as for the major.

Many emphases are possible within the geology minor. For example, a student interested in earth processes and history might take 111, 121 or FYS 134, 231, 232, 251, 361, and an elective course. A student concerned about environmental and resource issues might take 111, 108, 109, 221, 232, and 309. Students contemplating a minor in geology should see a departmental adviser as early as possible to develop a minor course program. This program must be submitted to the department for approval no later than the beginning of the senior year.

Requirements: six semester courses including 111, or 108, or 121 or FYS 134 and a total of no more than three courses at the 100 level.

Honors

Directors: Bosiljka Glumac, 2001–02; John Brady, 2002–03.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Basis: 111, or 108, or 121, or FYS 134.

Requirements: seven semester courses above the basis and including the following: 221, 222, 231, 232, 241, 251, and 361. An honors project (430d or 432d) pursued during the senior year. Entrance by the beginning of the first semester of the senior year. Presentation and defense of the thesis.

Field Experiences

The department regularly sponsors a field-based course. Normally the course takes place one year in the Bahamas during Interterm and the following year in Death Valley, California, or Hawaii during spring break. The Bahamas course concentrates on modern and ancient coral reefs and carbonate environments and utilizes the facilities of the Bahamian Field Station on San Salvador Island. The Death Valley course focuses on the currently active structural and geomorphologic processes responsible for Death Valley's present landscape.

The Geology Department is a member of the Keck Geology Consortium, a group of twelve liberal arts colleges funded by the Keck Foundation to sponsor cooperative student/faculty summer research projects at locations throughout the United States and abroad.

German Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1] Hans Rudolf Vaget, Ph.D. (German Studies and Comparative Literature)
*[1], §[2] Jocelyne Kolb, Ph.D.
§[1] Margaret Skiles Zelljadt, Ph.D.
Gertraud Gutzmann, Ph.D., *Chair*

Associate Professor
**[1], *[2] Joseph George McVeigh, Ph.D.

Assistant Professor
Mary Ballard Paddock, Ph.D.

Lecturer
Judith Keyler-Mayer, M.A.

Students who enter with previous preparation in German will be assigned to appropriate courses on the basis of a placement examination.

Students who receive a score of 4 or 5 on the Advanced Placement test may not apply that credit toward the degree if they complete for credit 100d, 110d, 111d, 120, or 220.

Students who plan to major in German Studies or who wish to spend the junior year in Hamburg should take German in the first two years. Courses in European history and in other literatures are also recommended, as is the colloquium, 151, which counts as a writing-intensive course.

Courses in English

151 Colloquium: Jews in German Culture
A survey of the Jewish-German dialogue from the 18th century to contemporary Germany: the importance of the Jewish presence in German culture; representations of the Jew in German literature, film, and opera; the role of anti-Semitism in German history; Jewish life in Germany today. Texts by G.E. Lessing, Grimm Brothers, H. Heine, K. Marx, R. Wagner, A. Schnitzler, Thomas Mann, and others. **{L} WI** 4 credits
Hans R. Vaget
Offered Fall 2001

227 Topics in German Studies
4 credits

Things Your Mama Never Told You… About German Culture
This course provides curious students with a practical guide to German culture from Teutonic barbarians to Teutonic rap. The main focus of this course will rest upon the interconnectedness of many diverse areas of German culture through the centuries (literature, art, philosophy, music, domestic culture, popular culture, et al.) and their relationship to contemporary life and society. Class discussions and practice sessions will emphasize the integration of this knowledge into a wide variety of communicative settings from casual conversation to more formal modes of address. Conducted in English. No previous knowledge of German culture or language required. **{L/H}**
Joseph McVeigh
Offered Fall 2001

When Men Were Women: The Woman's Role in Medieval German Lyric
The vast majority of medieval poems are attributed to men, but an astonishing number of these clearly present a woman's perspective. Did these poet-performers want to express their feminine side? Were they trying to impress women with their sensitivity? This course will examine major artists of the Germanic High Middle Ages such as Walther von der Vogelweide, Hartmann von Aue, Reinmar der Alte and Wolfram von Eschenbach, as well as the poets who influenced them. Attention will also

be given to the development of the woman's role in the lyric of other European cultures of the time. Readings and discussion in English. No previous knowledge of German or medieval literature required. **{L/H}**
Mary Paddock
Offered Spring 2002

230 Topics in German Cinema
4 credits

Nazi Cinema
A study of German cinema during the Third Reich: the legacy of Weimar cinema; popular and high culture in Nazi ideology; the political function of entertainment; the question of fascist esthetics; constructions of masculinity and femininity; imaginations of the Other. With special focus on the films of Leni Riefenstahl. For comparison we will draw on some American examples (F. Capra, C. Chaplin, F. Zinnemann). Films to be studied: *Hitler Youth Quex; Triumph of the Will; Olympia; Jew Suess, Muenchhausen,* and others. **{L/H/A}** 4 credits
Hans R. Vaget
Offered Spring 2002

299 Hamburg Preparatory Course
This course will familiarize students with the German university system in general and student life in Hamburg in particular. Special emphasis will be placed on relevant historical, geographical, political, and economic aspects of the city-state of Hamburg. Required for students who have been accepted to the Junior Year in Hamburg and open only to them. Weekly written and oral reports based on texts, newspaper articles, videos, and material from the internet. The course will meet for the second half of the semester only. **(E)**
1 credit
Jocelyne Kolb
Offered Spring 2002

German Language

Credit is not granted for the first semester only of the elementary language courses.

100d Elementary German
An introduction to spoken and written German, presenting practical vocabulary and basic expressions used in conversational practice, simple written exercises, and listening and reading comprehension. Emphasis on development of oral proficiency as well as gradual acquisition of skills in reading and writing German. **{F}** 8 credits
Mary Paddock
Full-year course; offered each year

110d Accelerated Elementary German
A fast-paced introduction to German that allows rapid acquisition of speaking, reading, writing, and listening skills as well as cultural knowledge about German-speaking countries. Constant oral and written practice combined with a solid foundation in grammar and vocabulary. This course is particularly appropriate for students who want to acquire a solid foundation in the language quickly and whose have had a minimum exposure to German. The course is the equivalent of three semesters' work in one year and prepares students to enter GER 220 or 221. (E) **{F}** 12 credits
Judith Keyler-Mayer
Full year course; Offered each year

120 Low Intermediate German
Review of the essential grammar topics normally covered in beginning courses plus an introduction of new elements together with vocabulary building. Regular practice in written and oral expression as well as composition and discussion. An introduction to contemporary German culture will be provided through literary and journalistic texts. Prerequisite: 100d, permission of the instructor or by placement. **{F}** 4 credits
Judith Keyler-Mayer
Offered Fall 2001

220 High Intermediate German
This course provides more advanced elements of grammar with an emphasis on expanding vocabulary. Regular practice in composition to improve written expression. Development of reading skills using unedited literary and journalistic texts. Discussion of topics in modern German culture. Prerequisite: 110d, 120, permission of the instructor, or by placement. **{F}** 4 credits
Mary Paddock, Fall 2001

Judith Keyler-Mayer, Spring 2002
Offered both semesters each year

221 Conversation and Composition
Intensive practice of spoken and written German. Weekly assignments in various forms of writing, such as the business and personal letter, vita, diary, and essay. Prerequisite: 110d, 220, permission of the instructor, or by placement. **{F}** 4 credits
Mary Paddock, Fall 2001
Gertraud Gutzmann, Spring 2002
Offered both semesters each year

340 German Language Senior Seminar
An analysis of prose texts from a wide range of fields relating to German studies, geared to the interests of participating students. Practice in writing scholarly and less formal German, with exercises in advanced style, idiom, and syntax and with translations from German to English and English to German. **{F}** 4 credits
Gertraud Gutzmann
Offered Fall 2001

German Literature and Culture

225 Flights of Fantasy, Fits of Madness
An introduction to the study of German literature, designed to develop skills in oral expression, expository writing, and the fundamentals of literary analysis. In this course we will closely read texts both entertaining and threatening that deal with aberrations of the human mind. Works by authors such as the brothers Grimm, Tieck, Stifter, Freud, Kafka, Seghers, Tawada and others will provide the basis for discussions. Prerequisite: 221, permission of the instructor, or by placement. **{F}** 4 credits
Gertraud Gutzmann
Offered Fall 2001

226 The Culture of Cities: Berlin, Vienna, Munich 1820s–1920s
Berlin, Vienna, and Munich as sites of modern culture: the importance of the salon, the *Kaffeehaus*, the theater, and the university for the work of Hoffmann, Heine, Fontane, C.M. von Weber, Schinkel in Berlin; Schnitzler, Hofmannsthal, Freud, Mahler, Klimt in Vienna; Thomas Mann, Stefan George, Richard Strauss, Kandinsky in Munich. Prerequisite: 221, permission of the instructor, or by placement. **{F/L}** 4 credits
Jocelyne Kolb
Offered Spring 2002

332 The Age of Goethe
The course will concentrate alternately on Aufklärung, Sturm und Drang, and Weimarer Klassik. Topic: *Sturm und Drang*. An investigation of the rumblings of revolution and generational conflict in in literature and politics of the late 18th century as well as new impulses in the understanding of art and the artist (*Geniekult*). Works of Goethe, Herder, Klinger, Lenz, and Schiller. **{L/F}** 4 credits
Joseph McVeigh
Offered Fall 2001

351 Advanced Topics in German Studies
The Experience of Exile: German-Speaking Authors in France, Mexico, and North America 1933 to 1947.
An examination of how geographical and linguistic displacements and their effect on the writings of such authors as Vicky Baum, Bertolt Brecht, Lion Feuchtwanger, Irmgard Keun, Thomas Mann and Anna Seghers. **{L/F}** 4 credits
Gertraud Gutzmann
Offered Spring 2002

404 Special Studies
Arranged in consultation with the department. Admission for senior majors by permission of the department.
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

Cross-listed and Interdepartmental Courses

CLT 251 Portraits of the Artist
Representations of the artist and of the creative process from Romanticism to the present in a variety of genres: novella, drama, opera, film. Texts by Freud, Nietzsche, Kohut; E.T.A. Hoffman, Harwood, Goethe, Mörike, Wagner, Ibsen, Thomas

Mann, Kafka, Shaffer, Harwood and others. Prerequisite: one literature course at the 200 level, or permission of the instructor. **{L/A}** 4 credits
Jocelyne Kolb
Offered Spring 2002

Courses Offered on the Junior Year Abroad Program in Hamburg

260 Orientation Program in Hamburg
The Orientation Program has three main goals: 1) to ensure daily practice in spoken and written German needed for study at the Universität Hamburg; 2) to offer a comprehensive introduction to current affairs in Germany (political parties, newspapers and magazines, economic concerns); 3) to provide opportunity for extensive exposure to the cultural and social life of Hamburg and its environs. Students are also introduced to German terminology and methodology in their respective majors and to a characteristic German form of academic oral presentation, the *Referat*. The Orientation Program culminates in the presentation of an oral report on a topic in each student's academic area of concentration. In addition to plenary sessions, group meetings, supplemental lectures on a variety of topics, and tutorial sessions provide guidance on writing seminar papers in German. 2 credits
Manfred Bonus, Ute Michel, Andreas Stuhlmann
Offered Fall 2001 for six weeks at the University of Hamburg

270 German History and Culture from 1871 to 1945
This course covers the period that includes the German Empire, the Weimar Republic, and National Socialism in the "Third Reich" with an emphasis on the latter two periods. For the Weimar Republic, the focus will be particularly on the fundamental issues facing the Republic, with special attention given to the political, economic, social, and cultural context of the period. Examination of the "Third Reich" will give attention to such topics as the establishment of the National Socialist dictatorship in 1933–34, the economy and society during the period 1933–1945, anti-Semitism, the SS-State (persecution and extermination—the system of concentration camps), everyday life during the period, resistance and opposition, the unleashing of the Second World War, the politics of German occupation in Western and Eastern Europe, the "total war" and the end of the "Third Reich." Limited to students enrolled in the Junior Year in Hamburg. **{H/F}** 4 credits
Rainer Nicolaysen
Offered Fall 2001 at the University of Hamburg

280 Theater in Hamburg: Topics and Trends in Contemporary German Theater
Hamburg's theater scene will provide the example for an overview of topics and trends in contemporary German theater. The course offers an introduction to the German theater system with an eye to its historical, economic, and administrative practice and also to the semiotics of the theater, including tools for describing and judging a performance as well as the necessary technical vocabulary. Attendance at four or five performances at different theaters in Hamburg is required. Plays will be by German authors from different periods chosen from among the season's offerings. The Smith College Junior Year will organize the purchase of the tickets and cover the cost. Limited to students enrolled in the Junior Year in Hamburg. **{L/A/F}** 4 credits
Jutta Gutzeit
Offered Fall 2001 at the University of Hamburg

290 Studies in Language II
The objective of this course is to improve written and oral skills by building on work done during the orientation program. Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students will be taught how to present a term paper (*Hausarbeit*) in the German fashion. In addition, there will be a weekly phonetics tutorial. **{F}** 4 credits
Jutta Gutzeit
Offered Fall 2001 at the University of Hamburg

310 Studies in Language III
The objective of this course is to improve written and oral skills by building on work done during the orientation program or the winter semester.

Emphasis in class will be on treatment of complex grammatical structures as well as dictations, grammar and listening comprehension. Students taking the course in the winter semester will be taught how to present a term paper (*Hausarbeit*) in the German fashion. In addition, there will be a weekly phonetics tutorial. Preparation for the qualifying exam "Deutsch als Fremdsprache" at the Universität Hamburg. Prerequisite: 290 or by placement. **{F}** 4 credits
Jutta Gutzeit
Offered Fall 2001, Spring 2002 at the University of Hamburg

320 Germany 1945–1990: Politics, Society, and Culture in the Two German States
This is a continuation of the history course offered in the Fall semester "German History and Culture from 1871–1945." Topics to be treated include the occupation period (1945–1949); founding of two German states; the Cold War. The main focus will be a study of the development of the Federal Republic of Germany and the German Democratic Republic, and especially the relationship between these two states. For the FRG this will include an examination of the political system, prerequisites for the "economic wonder," social market economy, NATO, treatment of the Nazi past, social and political change in the '60s. For the GDR the issues treated include the political and economic system, 'planned economy,' Warsaw Pact, construction of the Berlin Wall in 1961, and the Stasi system. The historical analysis will be accompanied by readings of selected literary works of the FRG and the GDR as well as viewing of original film documentation. Prerequisite: 270 or permission of the instructor. Limited to students enrolled in the Junior Year in Hamburg. **{L/H/F}** 4 credits
Rainer Nicolaysen
Offered Spring 2002 at the University of Hamburg

The Major

Advisers: for the class of 2002, Gertraud Gutzmann; for the class of 2003, Margaret Zelljadt; for the class of 2004, Jocelyne Kolb.

Advisers for Study Abroad: Joseph McVeigh, Fall 2001; Jocelyne Kolb, Spring 2002.

Requirements: Ten courses:
- 221, 225, 226, 332, 334, 336, 340, 351; and
- Two of: 151, 227, 230, 288

Both 340 and 351 must be taken at Smith.

Courses taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Students are encouraged to take courses outside the Department of German Studies, specifically courses in comparative literature, art history, music history, history, government, and philosophy. A list of suggested courses is available in the department office, Hatfield Hall.

The Minor

Advisers: for the class of 2002, Gertraud Gutzmann; for the class of 2003, Margaret Zelljadt; for the class of 2004, Jocelyne Kolb.

Requirements: Six courses:
- 221, 225, 226;
- Two of: 332, 334, 336, 340, 351; and
- One of: 151, 227, 230, 288

Both 340 and 351 must be taken at Smith.

Courses taken during the Junior Year Abroad in Hamburg will be numbered differently and will be considered equivalent to (and upon occasion can be substituted for) required courses offered on the Smith campus, subject to the approval of the department.

Honors

Director: Hans R. Vaget.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall semester each year

Requirements: the same as for the major.

Government

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Donald Leonard Robinson, M.Div., Ph.D.
Susan C. Bourque, Ph.D.
**[2] Steven Martin Goldstein, Ph.D.
†[1] Donna Robinson Divine, Ph.D.
Martha A. Ackelsberg, Ph.D., *Chair* (Government and Women's Studies)
Donald C. Baumer, Ph.D.
Dennis Yasutomo, Ph.D.
Patrick Coby, Ph.D.
*[1] Gwendolyn Mink, Ph.D. (Women's Studies)

Gwendolen M. Carter Visiting Professor
Catharine Newbury, Ph.D.

Associate Professors
§[2] Howard Gold, Ph.D.
†[1] Velma E. Garcia, Ph.D.
†[2] Gregory White, Ph.D.
Alice L. Hearst, J.D., Ph.D.

Adjunct Associate Professor
Robert Hauck, Ph.D.

Assistant Professors
*[1] Mary Geske, Ph.D.
Gary Lehring, Ph.D.
Marc Lendler, Ph.D.
Mlada Bukovansky, Ph.D.

Instructor
Tandeka Nkiwane, M.A.

Lecturers
Michael Clancy, Ph.D.
Sally Katzen, J.D.

Senior Laboratory Instructor
Molly Jahnige Robinson, M.A.

For first-year students in their first semester, admission to 200-level courses is only by permission of the instructor.

Seminars require the permission of the instructor and ordinarily presume as a prerequisite an intermediate course in the same field.

100 Introduction to Political Thinking I
Open to all students. Students considering a government major are strongly encouraged to take GOV 100 and 101 in their first or second year. A study of the leading ideas of the Western political tradition, focusing on such topics as justice, power, authority, freedom, equality and democracy. Two lectures and one discussion. One or more discussion sections are designated as Writing Intensive (**WI**). **{S}** 4 credits
Patrick Coby and members of the department
Offered Fall 2001, Fall 2002

101 Introduction to Political Thinking II
Open to all students. A study of the ideas underlying the social sciences and the criticisms and challenges mounted by Third World scholars and feminists. Students will explore diverse approaches to relationships of domination and subordination and a variety of perspectives on social and political change. **{S}** 4 credits
Martha Ackelsberg and members of the department, Spring 2002
Donna Robinson Divine and members of the department, Spring 2003
Offered Spring 2002, Spring 2003

190 Empirical Methods in Political Science
The fundamental problems in summarizing, interpreting, and analyzing empirical data. Topics include research design and measurement, descriptive statistics, sampling, significance tests, correla-

tion, and regression. Special attention will be paid to survey data and to data analysis using computer software. {S/M} 4 credits
Howard Gold, Molly Robinson, Spring 2002
To be announced, Spring 2003
Offered Spring 2002, Spring 2003

American Government

200 American Government
A study of the politics and governance in the United States. Special emphasis is placed on how the major institutions of American government are influenced by public opinion and citizen behavior, and how all of these forces interact in the determination of government policy. The course will include at least one Internet-based assignment. {S} 4 credits
Donald Baumer
Offered Spring 2002, Spring 2003

201 American Constitutional Interpretation
The study of Supreme Court decisions, documents, and other writings dealing with constitutional theory and interpretation. Special attention is given to understanding the institutional role of the Supreme Court. Not open to first-year students. {S} 4 credits
Alice Hearst
Offered Fall 2001, Fall 2002

202 American Constitutional Law: The Bill of Rights and the Fourteenth Amendment
Fundamental rights of persons and citizens as interpreted by decisions of the Supreme Court, with emphasis on the interpretation of the Bill of Rights and the Fourteenth Amendment. {S} 4 credits
Alice Hearst
Offered Spring 2002, Spring 2003

204 Urban Politics
The growth and development of political communities in metropolitan areas in the United States, with specific reference to the experiences of women, black and white. Focus on the social structuring of space; the ways patterns of urban development reflect prevailing societal views on relations of race, sex, and class; intergovernmental relations; and the efforts of people—through governmental action or popular movements—to affect the nature and structure of the communities in which they live. {S} 4 credits
Martha Ackelsberg
Offered Fall 2002

206 The American Presidency
An analysis of the executive power in its constitutional setting and of the changing character of the executive branch. {S} 4 credits
Marc Lendler
Offered Spring 2002, Spring 2003

207 Politics of Public Policy
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. {S} 4 credits
Donald Baumer
Offered Fall 2001

208 Elections in the Political Order
An examination and analysis of electoral politics in the United States. Voting and elections are viewed in the context of democracy. Topics include electoral participation, presidential selection, campaigns, electoral behavior, public opinion, parties, and congressional elections. Special attention will be paid to the 2000 presidential election. {S} 4 credits
Marc Lendler
Offered Fall 2001, Fall 2002

210 Public Opinion and Mass Media in the United States
This course examines and analyzes American public opinion and the impact of the mass media on politics. Topics include political socialization, political culture, attitude formation and change, linkages between public opinion and policy, and the use of surveys to measure public opinion. Emphasis on the media's role in shaping public preferences, and politics. {S} 4 credits
Howard Gold
Offered Fall 2001

216 Minority Politics
An examination of political issues facing the mi-

nority communities of American society. Topics include electoral politics, social movements, and gender and class issues. **{S}** 4 credits
Velma Garcia
Offered Fall 2002

PPL 254 Agricultural and Public Policy in the United States

304 Seminar in American Government
{S} 4 credits

Free Speech in America
An examination of the application of the First Amendment in historical context. Special attention to contemporary speech rights controversies.
Marc Lendler
Offered Fall 2001, Fall 2002

Pathologies of Power
A comparative examination of McCarthyism, Watergate and Iran-Contra. A look at how our political institutions function under stress. Prerequisite: a 200-level course in American government.
Marc Lendler
Offered Spring 2003

305 Seminar in American Government
Law, Family, and State.
Explores the status of the family in American political life, and its role as a mediating structure between the individual and the state. Emphasis will be placed on the role of the courts in articulating the rights of the family and its members. Permission of the instructor is required. **{S}** 4 credits
Alice Hearst
Offered Fall 2002

306 Seminar in American Government
{S} 4 credits

Politics and the Environment
An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government.
Donald Baumer
Offered Spring 2002, Spring 2003

The Regulatory Process: A Window into How the Federal Government Works
Regulations constitute an important instrument of government, and are one of the easiest ways for a president to make his/her mark. We will study the institutional interests and the role—in theory and in practice—of the various entities that are involved in the regulatory process, including Congress, the president (appointment and removal powers), the agencies (both executive branch and independent regulatory agencies), the Office of Management and Budget (requirements for cost-benefit analysis), the states, special interests (including public interest organizations), and the courts. Specific case studies, including air bags, ozone/particulate matter, radon, arsenic and other regulations, will be used to illustrate how principles of our federal government, such as federalism, separation of powers, and accountability, play out in Washington, D.C.
Sally Katzen
Offered Fall 2001

307 Seminar in American Government
Latinos and Politics in the United States
An examination of the role of Latinos in society and politics in the United States Issues to be analyzed include immigration, education, electoral politics, and gender. **{S}** 4 credits
Velma Garcia
Offered Fall 2002

308 Seminar in American Government
Conversations in the Oval Office (the tapes of the Kennedy, Johnson, and Nixon administrations).
{S} 4 credits
Donald Robinson
Offered Fall 2001

309 Seminar in American Government
Third Parties in American Politics.
What roles have third parties played in American politics? What contributes to third-party success in national and state elections? Analysis of institutional and behavioral explanations for third-party

success and of individual third party candidates. {S} 4 credits
Howard Gold
Offered Spring 2002

310 Seminar in American Government
Multiculturalism: Identity and Belonging in the United States.
This course looks at questions of group identity in American political and legal thought. The course begins with an analysis of how citizenship is framed in the United States, and how such a framing includes or excludes various individuals and groups. Then, using questions arising out of the status of American Indians as a distinct cultural group, the course moves into questions of how groups define themselves and explores questions of belonging at the individual, group and national levels. The course concludes with a discussion of approaches to reconciling historical injustices for groups and individuals. {S} 4 credits
Alice Hearst
Offered Spring 2002

311 Seminar in Urban Politics
The Politics of Urban Social Movements.
An exploration of theoretical and case-study material on social movements in the urban context. We'll be looking at both historical and contemporary studies of groups that have organized in an urban context to resist structures and practices of domination and/or to envision new urban social environments. Questions to be explored include: What is the relationship between workplace-based and community-based movements? What have been the particular roles of women in urban movements? How are patterns of consciousness and activism constructed by the interaction of race, class, and gender? {S} 4 credits
Martha Ackelsberg
Offered Spring 2003

312 Seminar in American Government
Political Behavior in the United States.
An examination of selected topics related to American political behavior. Themes include empirical analysis, partisanship, voting behavior and turnout, public opinion, and racial attitudes. Student projects will involve analysis of survey data. Permission of the instructor is required. {S} 4 credits
Howard Gold
Offered Fall 2001

411 Washington Seminar in American Government
Policy making in the national government. Open only to members of the Semester-in-Washington Program. Given in Washington, D.C. 4 credits
Robert Hauck
Offered Fall 2001, Fall 2002

412 Semester-in-Washington Research Project
Open only to members of the Semester-in-Washington Program. 8 credits
Donald Baumer
Offered Fall 2001, Fall 2002

413 Washington Seminar: The Art and Craft of Political Science Research
This seminar is designed to provide students participating in the Washington Internship Program with an overview of the various approaches to conducting research in the discipline of political science. Students will be introduced to methods of quantitative and qualitative research, data acquisition and hypothesis testing. The seminar's more specific goal is to help students understand the process of planning, organizing, and writing an analytical political science research paper. Enrollment limited to juniors and seniors in the Washington Internship Program. {S} 2 credits
Robert J.P. Hauck
Offered Fall 2001, Fall 2002

Comparative Government

221 The Politics of Western Europe
This course focuses on the development of Western European democratic institutions in the context of military and economic conflict and cooperation. Includes an introduction to the process of European integration.
{S} 4 credits
Mlada Bukovansky
Offered Spring 2002

223 Government and Politics of Russia
An examination of the revolutionary origins, development, and dissolution of the Soviet state followed by a discussion of the issues confronting Russia. **{S}** 4 credits
Steven Goldstein
Offered Fall 2001, Fall 2002

224 Islam and Politics in the Middle East
An analysis of traditional Muslim political societies in the Middle East and of the many ways in which they were transformed into nation states. Issues addressed include nationalism, religious political activism, colonialism, and globalization. Readings will also cover such topics as regional conflicts, revolutions as well as the impact of these disparate developments on the position of women. **{S}** 4 credits
Donna Robinson Divine
Offered Fall 2002

225 The Founding of Constitutional Systems
An analysis of constitutional foundings in newly independent and conquered nations. The American case is compared with Japan, Germany, and selected nations in Eastern Europe and the Third World. **{S}** 4 credits
Donald Robinson
Offered Spring 2002

226 Latin American Political Systems
A comparative analysis of Latin American political systems. Emphasis on the politics of development, the problems of leadership, legitimacy, and regime continuity. A wide range of countries and political issues will be covered. **{S}** 4 credits
Michael Clancy (Spring 2002)
Velma Garcia, (Spring 2003)
Offered Spring 2002, Spring 2003

227 Contemporary African Politics
This survey course examines the ever-changing political and economic landscape of the African continent. The course aims to provide students with an understanding of the unique historical, economic and social variables that shape modern African politics, and will introduce students to various theoretical and analytical approaches to the study of Africa's political development. Central themes will include the ongoing processes of nation-building and democratization, the constitutional question, the international relations of Africa, issues of peace and security, and Africa's political economy. **{S}** 4 credits
Tandeka Nkiwane
Offered Fall 2001, Fall 2002

228 Government and Politics of Japan
An introductory survey and analysis of the development of postwar Japanese politics. Emphasis on Japanese political culture and on formal and informal political institutions and processes, including political parties, the bureaucracy, interest groups and electoral and factional politics. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 2001, Fall 2002

230 Government and Politics of China
Treatment of traditional and transitional China, followed by analysis of the political system of the Chinese People's Republic. Discussion centers on such topics as the role of ideology, problems of economic and social change, policy formulation, and patterns of party and state power. **{S}** 4 credits
Steven Goldstein
Offered Spring 2002

232 Women and Politics in Africa
This course will explore the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. **{S}** 4 credits
Catharine Newbury
Offered Spring 2003

233 Problems in Political Development
Social change and political development in the Third World. Topic: Development and Democracy. **{S}** 4 credits
Michael Clancy
Offered Fall 2001

321 Seminar in Comparative Government
Genocide in Rwanda.
This seminar will explore the antecedents to the Rwandan genocide, the organization and impact of the killings, and the aftermath, as a new government struggled to rebuild Rwanda's shattered state and society. We will consider both regional dynamics and the responses of the international community. Topics will include the role of politics in shaping ethnicity, the importance of history and memory interpretations of this conflict, the effects of the genocide on women, and women's efforts to promote reconciliation in the post-genocide period. Readings will include debates among social scientists as well as stories from survivors, and accounts by journalists, international relief workers, and other expatriate observers. **{S}** 4 credits
Catharine Newbury
Offered Fall 2001

322 Seminar in Comparative Government
Mexican Politics from 1910 to the present.
An in-depth examination of contemporary political and social issues in Mexico. The country, once described as the "perfect dictatorship," is in the process of undergoing a series of deep political and economic changes. This seminar provides an examination of the historical foundations of modern Mexican politics, beginning with the Revolution. In addition, it examines a series of current challenges, including the transition from one-party rule, the neo liberal economic experiment and NAFTA, border issues, the impact of drug trafficking, and rebellion in Chiapas. **{S}** 4 credits
Michael Clancy
Offered Fall 2001

324 Seminar in Comparative Government
Elections in Southern Africa.
The seminar focuses on the recent general elections in Zimbabwe, Zambia and South Africa. Using data from the 1999 general elections in South Africa, the 2000 parliamentary elections in Zimbabwe, the 2001 general elections in Zambia and the 2002 presidential elections in Zimbabwe, students will do an in-depth study of the deepening of democracy in the region. How strong are the ruling parties? What is the state of opposition politics in Southern Africa? The course will conclude with some observations and indicators of future trends in the region. **{S}** 4 credits
Tandeka Nkiwane
Offered Fall 2002

International Relations

241 is suggested preparation for all other courses in this field.

241 International Politics
An introduction to the theoretical and empirical analysis of states in the international system. Emphasis is given to the role of international institutions, the influence of the world economy on international relations, and the increasing prominence of global issues such as the environment, human rights, and humanitarian aid. **{S}** 4 credits
Mlada Bukovansky, Fall 2001, Spring 2003
Gregory White, Spring 2002
Mary Geske, Fall 2002
Offered both semesters each year

242 International Political Economy
This course begins with an examination of the broad theoretical paradigms in international political economy (IPE), including the liberal, economic nationalist, and neo-Marxist perspectives. How universal are these paradigms, and what are their sources of critique? The course analyzes critical debates in the post–World War II period, including the role of the Bretton Woods institutions (World Bank group and IMF), international trade and development, the debt question, poverty and global inequality, and the broad question of "globalization." Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Tandeka Nikiwane
Offered Spring 2002, Spring 2003

244 Foreign Policy of the United States
This course analyzes the domestic and international sources of U.S. foreign policy. The substantive focus of the course is on the past-WWII era and includes the following case studies: the Cuban Missile Crisis, Somalia, Tiananmen Square and Lebanon. The foreign policy process, the instruments of U.S. foreign policy or the international context of U.S. foreign policy will be examined for each case. Prerequisite: 241 or permission of the

instructor. {S} 4 credits
Mary Geske
Offered Spring 2002

246 Contemporary International Conflict: Causes, Characteristics, Prevention
An assessment of the causes and characteristics of armed conflict in the contemporary world. We will examine a wide variety of conflict types, including regional conflict, ethnic and internal conflict, resource and environmental conflict. The course will use theory and cases to identify and analyze the principal causes of these various conflict types and to map out their distinctive characteristics. Special problems of contemporary conflict, such as failed states, the trade in weapons, the use of child soldiers, etc., will be examined. Students will be expected to track a particular conflict (or conflict type) throughout the semester and to write a final paper on the origins and status of this conflict (or conflict type) and on possible routes to its control and termination. Enrollment limited to 20.
{S} 4 credits
Michael Clancy
Offered Fall 2001

248 The Arab-Israeli Dispute
An analysis of the causes of the dispute and of efforts to resolve it; an examination of Great Power involvement. An historical survey of the influence of Great Power rivalry on relationships between Israel and the Arab States and between Israelis and Palestinian Arabs. Consideration of the several Arab-Israeli wars and the tensions, terrorism, and violence unleashed by the dispute. {S} 4 credits
Donna Robinson Divine
Offered Spring 2003

249 The Global Politics of Human Rights
This course examines the politics of international human rights, including the development of international human rights law, the role of NGOs and grassroots organizations in human rights and the way in which state behavior on human rights is affected. Attention will focus on issues including human rights and the UN charter, child soldiers, women's human rights, and the role of protest and human rights among others. Subject to the approval of the Committee on Academic Priorities.
{S} 4 credits
Mary Geske
Offered Spring 2003

251 Foreign Policy of Japan
The sociocultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post–World War II period and the search for a global role. Permission of the instructor is required. {S} 4 credits
Dennis Yasutomo
Offered Spring 2002, Spring 2003

252 International Organizations
An examination of the role of international organizations in shaping the conduct of world politics in issue areas such as peace and security, economic development, and human rights. The course focuses on intergovernmental organizations such as the United Nations and the World Trade Organization, treaty-based regimes such as the nuclear non-proliferation regime, and nongovernmental organizations such as Amnesty International. Prerequisite: 241 or permission of the instructor.
{S} 4 credits
Mlada Bukovansky
Offered Fall 2002

254 Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor.
{S} 4 credits
Gregory White
Offered Fall 2001

341 Seminar in International Politics
Gender and Global Politics.
This seminar considers the role gender plays in the study and practice of global politics. Our attention will be focused on the following questions: (1) Are dominant approaches to understanding international politics gendered? (2) Are current

practices of international politics gendered? (3) Are women uniquely affected by and affecting global politics? In seeking to address these questions we will examine a variety of issues including armed conflict, the global economy and population. Prerequisite: 241 or course work in either feminist theory or women's studies or permission of the instructor. **{S}** 4 credits
Mary Geske
Offered Fall 2002

343 Seminar in International Politics
Corruption and Global Governance.
What can international institutions such as the International Monetary Fund and the World Bank do about corruption? This seminar explores the theoretical and practical dimensions of the problem of corruption, and alalyzes how states and international organizations have attempted to combat the problem. **{S}** 4 credits
Mlada Bukovansky
Offered Spring 2002

344 Seminar on Foreign Policy of the Chinese People's Republic
The Domestic Political Factor in Sino-American Relations.
This course will examine the manner in which the domestic political environments in the United States and China have influenced the nature of the bilateral relationship. **{S}** 4 credits
Steven Goldstein
Offered Spring 2002

345 Seminar in International Politics
{S} 4 credits

Globalization and International Migration
This interdisciplinary seminar examines the politics of labor migration within the context of globalization. It begins with an examination of the globalization literature. It then turns to immigration specifically. Although we will discuss a wide array of cases and examples, the seminar focuses on case studies from three geographical areas: the Mediterranean basin, the Persian Gulf, and North America. Materials employed in the course will include social science analyses, as well as ethnographic descriptions, documentary and feature-length films, and migrants' diaries. The emphasis of the seminar will be on each student's completion of a 30-page research paper.
Gregory White
Offered Fall 2001

South Africa in the Globalized Context
This course examines contemporary South African politics, and South Africa's role in the regional, continental and international spheres. Special reference is paid to the evolving role of the Southern African Development Community (SADC) as a force for regional economic and political integration. Major themes of the course include the challenges of nation-building in the post-apartheid era, and the problems associated with uneven development. *Tandeka Nkiwane*
Offered Spring 2002

346 Seminar in International Relations
Regionalism and the International System.
This seminar offers students an opportunity to explore the revived debate on regionalism versus multilateralism. What are the institutional features of regional organizations, particularly in relation to the United Nations (UN)? Are regional organizations stumbling blocks or stepping stones in the process of globalization? Will economic integration lead to a convergence or increased inequality between concerned states? Case studies will be drawn mainly from the developing world, including Africa, Latin America and Southeast Asia. **{S}** 4 credits
Tandeka Nkiwane
Offered Fall 2001

348 Seminar in International Politics
Conflict and Cooperation in Asia.
The seminar will identify and analyze the sources and patterns of conflict and cooperation among Asian states and between Asian and Western countries in the contemporary period. The course will conclude by evaluating prospects for current efforts to create a new "Asia Pacific Community." Permission of the instructor is required. **{S}** 4 credits
Dennis Yasutomo
Offered Fall 2001, Fall 2002

349 Seminar in International Relations and Comparative Politics
The Political Economy of the Newly Industrializing Countries of Asia.
An examination of the post-war development of Hong Kong, South Korea, Singapore and Taiwan. {S} 4 credits
Steven Goldstein
Offered Fall 2002

352 Seminar in Comparative Government and International Relations
European Integration.
What factors account for the character and timing of the process of European integration? How has European integration influenced national identities and domestic politics within the states of the European Union, and relations between the EU and other states? Are the institutions of the European Union democratic and accountable to all citizens? Where should the boundaries of the EU be drawn? This seminar will address these issues by examining the political economy of European integration. {S} 4 credits
Mlada Bukovansky
Offered Spring 2003

EAS 375 Seminar: Japan–United States Relations
{S} 4 credits
Dennis Yasutomo
Offered Spring 2002, 2003

Political Theory

261 Ancient and Medieval Political Theory
An examination of the classical polis and the Christian commonwealth as alternatives to the nation-state of the modern world. Topics considered include the moral effects of war and faction, the meaning of justice, citizenship, and natural law; the relation of politics and philosophy, and the contest between secular and sacred authority. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas, and Marsilius. Emphasis on the ancients. {S} 4 credits
Patrick Coby
Offered Fall 2001, Fall 2002

262 Early Modern Political Theory, 1500–1800
An analytical and critical consideration of major theorists and concepts beginning with Machiavelli, including such topics as political power and political right; the principle and the problems of popular sovereignty; the philosophical justification of liberty and equality; revolutionary republicanism, conservatism, and the question of people's capacity to create and control political systems. {S} 4 credits
Patrick Coby
Offered Spring 2002, Spring 2003

263 Political Theory of the 19th and 20th Centuries
A study of the major liberal and radical political theories of the 19th and early 20th centuries, with emphasis on the writings of Hegel, Marx, Tocqueville, Weber, Nietsche and Foucault. Not open to first-year students. {S} 4 credits
Gary Lehring
Offered Fall 2001, Spring 2003

264 Problems in Democratic Thought
What is democracy? We begin with readings of Aristotle, Rousseau, and Mill to introduce some issues associated with the ideal of democratic self-government: participation, equality, majority rule vs. minority rights, the common good, pluralism, community. Readings will include selections from liberal, radical, socialist, libertarian, multiculturalist and feminist political thought. Not open to first-year students. {S} 4 credits
Martha Ackelsberg
Offered Fall 2001

265 American Political Thought
An examination of political thought in America from the colonial period to the present. Prominent themes include: politics and religion, constitutional structures, political parties, slavery, industrialization, welfare, foreign policy, and liberalism-conservatism. {S} 4 credits
Patrick Coby
Offered Spring 2002

266 Politics of Gender and Sexuality
An examination of gender and sexuality as subjects of theoretical investigation, historically con-

structed in ways that have made possible various forms of regulation and scrutiny today. We will focus on the way in which traditional views of gender and sexuality still resonate with us in the modern world, helping to shape legislation and public opinion, creating substantial barriers to cultural and political change. **{S}** 4 credits
Gary Lehring
Offered Fall 2002

362 Seminar in Political Theory
{S} 4 credits

Revolution to Consolidation
A look at how American political thinkers and activists justified a war for independence, puzzled through the construction of a new political order, thought about creating a democratic nation state, and argued over issues such as individual rights, the role of political parties, and the capabilities of citizens for self-government. We will look at specific debates between 1776 and 1800 and also an overview of the most important contributors: Jefferson, Madison, Hamilton, and John Adams. Prerequisite: Some previous course on American government or permission of the instructor.
Marc Lendler
Offered Spring 2002

Politics and Literature
The study of American political thought by way of American novels.
Patrick Coby
Offered Spring 2003

364 Seminar in Political Theory
Feminist Theory.
An examination of feminism as a force in politics, with special attention to contestation over the meaning of feminism among feminist thinkers and in the broader public. Readings from Mary Wollstonecraft to Katha Pollitt. Prerequisites: Previous coursework in political theory or Women's Studies. **{S}** 4 credits
Martha Ackelsberg
Offered Spring 2002

366 Seminar in Political Theory
The Political Theory of Michel Foucault.
This course will examine the work of Michel Foucault (1926–84), French philosopher, social critic, historian, and activist, and generally acknowledged as one of the most influential of the thinkers whose work is categorized as post-structuralist. Foucault's various inquiries into the production of knowledge and power have formed the paradoxically destabilizing foundation for much of the work on the status of the human subject in post-modernity. We will explore the theoretically rich and dense approaches undertaken by Foucault, as well as illuminate his central ideas that seem to challenge much of what political theory accepts as a given. From *The Birth of the Clinic, The Order of Things,* and *Discipline and Punish* to his later works including *The History of Sexuality, The Use of Pleasure,* and *The Care of the Self* attention will be given to how his works simultaneously advance and critique much of the canon of political theory. Prerequisite: Completion of Gov 100, Gov 101 and one other upper division political theory course or permission of the instructor.**{S}** 4 credits
Gary Lehring
Offered Spring 2002

367 Seminar in Political Theory
Queer Theory.
This course introduces students to the emerging interdisciplinary field of queer theory. This is often a perplexing task as there is no real consensus on the definitional limits of queer. Indeed, many scholars believe the inability to define these limits is one of queer theory's greatest strengths. "Queer" can function as a noun, an adjective or a verb, but in each case it is defined against the 'normal' or normalizing. Queer theory is not a singular or systematic conceptual or methodological framework. Rather it is a collection of intellectual engagements with the relations between sex, gender and sexual desire. As such, it is hard to call queer theory a school of thought, as it has a very unorthodox and often disrespectful view of "discipline." Queer theory, then, describes a diverse range of critical practices and priorities: analyses of same-sex sexual desire in literary texts, film or music; exploration of the social and political power relations of sexuality; critiques of the sex-gender system; studies of transgender identification, of sadomasochism and transgressive desire. **{S}** 4 credits
Gary Lehring
Offered Spring 2003

404 Special Studies
Admission for majors by permission of the department. 4 credits
Offered both semesters each year

408d Special Studies
Admission for majors by permission of the department. 8 credits
Full-year course; offered each year

The Major

Advisers: Martha Ackelsberg, Donald Baumer, Patrick Coby, Donna Robinson Divine, Velma Garcia, Mary Geske, Howard Gold, Steven Goldstein, Alice Hearst, Gary Lehring, Donald Robinson, Gregory White, Dennis Yasutomo.

Adviser for Study Abroad: Howard Gold, 2001–2002; To be announced, 2002–2003.

Prelaw Adviser: Alice Hearst.

Graduate School Adviser: Martha Ackelsberg.

Director of the Jean Picker Semester-in-Washington Program: Donald Baumer.

Basis: 100 and 101 or, in exceptional circumstances, an equivalent course or courses approved by the student's adviser.

Requirements: 10 semester courses, including the following:
1. 100 and 101 (or the equivalent as above);
2. one course in each of the following fields: American government, comparative government, international relations, and political theory;
3. two additional courses, one of which must be a seminar, and both of which must be related to one of the courses taken under (2); they may be in the same departmental field, or they may be in other fields, in which case a rationale for their choice must be accepted by the student and her adviser; and
4. two additional elective courses.

Majors may spend the junior year abroad if they meet the college requirements.

The Minor

Advisers: Same as those listed for the major.

Based on 100 and 101, or, in exceptional circumstances, an equivalent course or courses approved by the student's adviser, and shall include four additional courses, including at least one course from two of the four fields identified as requirements for the major.

Honors

Director: Patrick Coby.

Students are eligible for the Honors Program who have at least a 3.3 GPA in courses in their major. Eligible students are encouraged to apply in the Spring of their junior year, but Fall applications are allowable so long as they are received before the end of the first week of classes in September. January graduates are on a different schedule.

430d Thesis
8 credits

Requirements:
1. Students in Honors must fulfill the general requirements for the major, that is, 10 courses of which 430d Thesis counts for two electives.
2. The core of the program is a thesis paper, a complete draft of which is due on the first day of the second semester. Students will spend the Spring semester revising their papers and will submit the final version by April 1.
3. Following submission of the final paper, students will take an oral examination based on the thesis and on the field in which it was written. The field is defined by the student herself, who at the time of the exam will identify three courses which she believes bear upon the topic of her thesis. The choice of these courses should be made with a view to the wider concerns of political science.

431 Thesis
8 credits
Offered Fall 2001

Requirements:

Requirements for honors for students in 431 will be the same as for those taking 430d, except that the final thesis will be due on the first day of classes of the second semester. Students must apply for admission to 431 in the preceding spring semester.

Jean Picker Semester-in-Washington Program

The Jean Picker Semester-in-Washington Program is a first-semester program open to Smith junior and senior government majors and to other Smith juniors and seniors with appropriate background in the social sciences. It provides students with an opportunity to study processes by which public policy is made and implemented at the national level. Students normally reside in Washington from the June preceding the semester, through December.

Applications for enrollment should be made through the director of the Semester-in-Washington Program no later than November 1 of the preceding year. Enrollment is limited to 12 students, and the program is not mounted for fewer than six.

Before beginning the semester in Washington, the student must have satisfactorily completed at least one course in American national government at the 200 level selected from the following courses: 200, 201, 202, 206, 207, 208, and 209. In addition, a successful applicant must show promise of capacity for independent work. An applicant must have an excess of four credits on her record preceding the semester in Washington.

For satisfactory completion of the Semester-in-Washington Program, 14 credits are granted: four credits for a seminar in policymaking (411); 2 credits for GOV 413, seminar on political science research; and eight credits for an independent research project (412), culminating in a long paper.

No student may write an honors thesis in the same field in which she has written her long paper in the Washington seminar, unless the department, upon petition, grants a specific exemption from this policy.

The program is directed by a member of the Smith College faculty, who is responsible for selecting the interns and assisting them in obtaining placement in appropriate offices in Washington, and directing the independent research project through tutorial sessions. The seminar is conducted by an adjunct professor resident in Washington.

Students participating in the program pay full tuition for the semester. They do not pay any fees for residence at the college, but are required to pay for their own room and board in Washington during the fall semester.

History

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†[1] Joan Afferica, Ph.D.
R. Jackson Wilson, Ph.D.
*[1], *[2] Lester K. Little, Ph.D.
**[2] Howard Nenner, LL.B., Ph.D.
Joachim W. Stieber, Ph.D., Chair
Neal E. Salisbury, Ph.D
Daniel K. Gardner, Ph.D.
**[1], *[2] David Newbury, Ph.D. (History and African Studies)

Kennedy Professor in Renaissance Studies
Alison Brown, M.A.

Associate Professors
Ann Zulawski, Ph.D. (History and Latin American Studies)
**[1], **[2] Ernest Benz, Ph.D.
†[2] Richard Lim, Ph.D.

Visiting Associate Professor
Frederick McGinness, Ph.D.

Assistant Professors
Michael Dettelbach, Ph.D.
Keith Lewinstein, Ph.D. (Religion and Biblical Literature and History)
Robert A. Eskildsen, Ph.D.
†[1] †[2] Jennifer Klein, Ph.D.
Fiona Griffiths, Ph.D.

Associated Faculty
Daniel Horowitz, Ph.D. (American Studies and History)
Helen Lefkowitz Horowitz, Ph.D. (American Studies and History)

Lecturers
Lisa DiCaprio, Ph.D.
Kathleen Banks Nutter, Ph.D.
Kate Weigand, Ph.D.

Postdoctoral Fellow
Mary Lewis, Ph.D. (Kahn Liberal Arts Institute)

Research Associates
Alan Cottrell, Ph.D.
Heather McHold, M.A.
Marylynn Salmon, Ph.D.
Revan Schendler, Ph.D.

History courses at the 100- and 200-level are open to all students unless otherwise indicated. Students contemplating a history major are advised to take HST 100 in their first or second year. Admission to seminars (300-level) assumes prior preparation in the field and is by permission of the instructor.

A reading knowledge of foreign languages is highly desirable and is especially recommended for students planning a major in history.

Cross-listed courses and seminars retain their home department or program designations. For the full description of such a course and the semesters it will be offered, please see the home department or program listing.

Basis

100 Introduction to History
The European Millennium, 1000–2000.
How did Europe, a cape of Asia, come to dominate much of the planet politically and culturally? The encounters of Vikings, Crusaders, conquistadors, missionaries, traders, soldiers, settlers, revolutionaries, and feminists with non-Europeans. How distinctive forms of family, state, church, economy, and community participated in and grew out of European imperialism. The formation of a global culture as the reconquest of Europe by the rest of

the world. {H} 4 credits
Lecture and discussion
Ernest Benz, (Director), Howard Nenner
Offered Fall 2001, Fall 2002

Lectures and Colloquia

Lectures (L) are unrestricted as to size. Colloquia (C) are primarily reading and discussion courses limited to 20. Lectures and colloquia are open to all students unless otherwise indicated. In certain cases, students may enroll in colloquia for seminar credit with permission of the instructor.

Antiquity

204 (L) The Roman Republic
A survey of the developing social, cultural, and political world of Rome as the city assumed dominance in the Mediterranean. Achievements of the Roman state, plebeians and patricians, the Roman family and slavery; encounters with local cultures in North Africa, Gaul, and the Greek East; problems of imperial expansion and social conflicts. {H} 4 credits
Richard Lim
Offered Fall 2001

205 (L) The Roman Empire
A survey of the history and culture of the Roman Empire from the principate of Augustus to the rise of Christianity in the fourth century. The role of the emperor in the Roman world, Rome and its relationship with local cities, the maintenance of an imperial system; rich and poor, free and slave, Roman and barbarian; the family, law and society; military monarchy, persecution of Christians; pagans, Christians, and Jews in late Antiquity. {H} 4 credits
Richard Lim
Offered Spring 2002

206 (C) Aspects of Ancient History
Sports and Public Entertainment in Greece and Rome.
The development from Greek competitive sports to Roman spectator shows such as chariot races and gladiatorial combats. We examine their organization, performance and significance, focusing on the roles of amateurs and professionals; careers of athletes, actors, charioteers and gladiators; the importance of play, contest and violence to ancient society; "bread and circuses" as symbolic benefaction and urban strategy. Comparative readings in the socio-anthropology of sports. {H} 4 credits
Richard Lim
Offered Fall 2001

Islamic Middle East

207 (L) Islamic Civilization to the 15th Century
The Middle East in the early and medieval Islamic periods. The creation of a new world civilization between the Arab conquests (7th century) and the rise of the Ottoman Empire (15th century). Topics include the career of the Prophet Muhammad; the spread of Islam; varieties of state formation; the transmission of learning; medieval forms of piety and their social and political expression; household and military slavery; urban societies; Islamic religious and secular culture. Open to first-year students. {H} 4 credits
Keith Lewinstein
Offered Fall 2001

REL 278 Religion and Politics in Islam
The relationship between authority and power in the Islamic world from the 7th century to the present day. How has religious authority been used to legitimize and (in some cases) delegitimize political power? What is the historical context of today's Muslim activism? Does the tradition of Muslim political thought lend itself more easily to active struggle against injustice or quiet acceptance? In what ways does the classical tradition resonate with contemporary Muslim thinkers? Attention both to theoretical writings and to particular cases (e.g., the Islamic revolution in Iran; Muslim activism in modern Egypt). {H} 4 credits
Keith Lewinstein
Offered Fall 2001

209 (L) Aspects of Middle Eastern History
Modern Egypt.
The Egyptian political and social order from Napoleon's invasion in 1798 until the present day, with attention to the local consequences of British imperial rule. Topics include new forms of state

power, the growth of Egyptian nationalism and pan-Arabism, reformist Islam, the women's movement, and Nasser's Arab Socialism. Open to first-year students. **{H}** 4 credits
Keith Lewinstein
Offered Spring 2002

East Asia

211 (L) The Emergence of China
Chinese society and civilization from c. 1000 B.C. to A.D. 700. Topics include neolithic cultures of China, Bronze Age, formation of a Chinese state, Golden Age of Chinese philosophy, creation of a centralized empire, relations with non-Chinese, family structure, roles of women, and introduction of Buddhism. Open to first-year students. **{H}** 4 credits
Daniel Gardner
Offered Fall 2001, Fall 2002

212 (L) China in Transformation, A.D. 700–1900
Chinese society and civilization from the T'ang dynasty to the Taiping rebellion. Topics include disappearance of the hereditary aristocracy and rise of the scholar-official class, civil service examination system, Neo-Confucian orthodoxy, poetry and the arts, Mongol conquest, popular beliefs, women and the family, Manchus in China, domestic rebellion, and confrontation with the West. Open to first-year students. **{H}** 4 credits
Daniel Gardner
Offered Spring 2002, Spring 2003

213 (C) Aspects of East Asian History

Knowledge, Power, and the Arts in Imperial China.
Cultural values and their relationship to social status and political power in China. Topics include the beginnings of literacy, philosophical and religious teachings, arts and letters, the civil service, and gentry life. **{H}** 4 credits
Daniel Gardner
Offered Fall 2001

The Modern Legacy of Confucianism in East Asia
{H} 4 credits
Daniel Gardner
Offered Fall 2002

218 (C) Thought and Art in China

Confucian and Taoist Thought and Art
A survey of Confucian and Taoist teachings and their expression in the visual arts from earliest times. Open to first-year students by permission of the instructors only. **{H/A}** 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)
Offered Spring 2002

Medieval Thought and Art
A survey of medieval Chinese thought and its expression in the visual arts during the T'ang and Sung dynasties (7th–13th c). Open to first-year students by permission of the instructors only. **{H/A}** 4 credits
Daniel Gardner, Marylin Rhie (Art and East Asian Studies)
Offered Spring 2003

220 (L) Japan from Ancient Times to the 18th Century
Japanese history from its prehistoric beginnings to the Tokugawa period, focusing on politics, society, and culture. Topics include the origins of the Japanese people and the culture of Japan, continental influence and indigenous development, samurai society, medieval governance, and the rise of the commoner class. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2001, Fall 2002

221 (L) Modern Japan
Japan from the Tokugawa period to the United States occupation and the economic miracle. Elite politics and political economy, the arrival of European imperialists, the Meiji Restoration, Japanese imperialism and war, cultural transformation and conflict within Japanese society. **{H}** 4 credits
Robert Eskildsen
Offered Spring 2002, Spring 2003

222 (C) Aspects of Japanese History
{H} 4 credits

Popular Culture in Modern Japan
Popular culture in Japan from the 1850s to the 1990s, including the relationship between elite and popular culture, the tension between tradition and modernity, and problems of Japan's relationship with the West. Topics such as barbarism and civilization, nostalgia, patriotism and propaganda, myths of Japanese victimhood and postwar regeneration are explored through woodblock prints, fiction, film, comic books, and music. **{H}** 4 credits
Robert Eskildsen
Offered Fall 2001

Tokugawa Society.
An inquiry into Japanese society during the Tokugawa period, from the turbulent formative years of the late 1500s to the challenges and conflicts of the mid-1800s. Topics include views of the foreign world, samurai life, urban life, the aesthetic of leisure, women's life, art, and Tokugawa thought. **{H/A}** 4 credits
Robert Eskildsen
Offered Fall 2002

Europe

224 (L) The Early Medieval World, 300–900
From the rise of Christianity and the fall of Rome to the age of conversion. The monastic ideal and the cult of saints, the emergence of the papacy, the changing roles of ritual and authority, kinship and kingship. The course ends with Charlemagne, the Carolingian renaissance, literacy and learning, and the decline of the Carolingian empire and the Viking invasions. **{H}** 4 credits
Fiona Griffiths
Offered Fall 2001, Fall 2002

225 (L) The Making of Europe, 800–1350
From the crowning of Charlemagne in 800 through the High Middle Ages to the Black Death in 1348. Topics include cathedrals and universities, struggles between popes and emperors, pilgrimage and popular religion, the Crusades and Crusader kingdoms, heresy and the Inquisition, chivalry and Arthurian romance, the expansion and consolidation of Europe. **{H}** 4 credits
Fiona Griffiths
Offered Spring 2002, Spring 2003

226 (L) Social History of European Monasticism
From the Benedictines to the Franciscans and Dominicans: recruitment, patronage, governance, livelihood, spirituality, and reciprocal ties with society. Comparison with monastic movements in other religious traditions. Recommended background: 224, 225, 227, or 228. **{H}** 4 credits
Lester Little
Offered Spring 2002

228 (C) Religious Women in Medieval Society
Monasticism provided medieval women an opportunity to pursue the religious life free from the obligations of marriage, motherhood and family. Topics include saints and martyrs, prophets and heretics, sexuality and virginity, literacy and education within the cloister, mysticism, relations between religious women and men, and the relevance of gender in the religious life. Do medieval texts by and about religious women reveal a distinctive feminine spirituality? **{H}** 4 credits
Fiona Griffiths
Offered Fall 2001, Fall 2002

230 (L) Europe from 1300 to 1530 and the Civilization of the Renaissance in Italy
Society, culture, and politics at the end of the Middle Ages, the age of the Black Death, the church councils, the Italian Renaissance, and the early voyages of discovery. Open to first-year students by permission of the instructor only. **{H}** 4 credits
Joachim Stieber
Offered Spring 2002, Spring 2003

231 (L) Early Modern Europe in the Age of the Reformation, 1460–1660
European society on the eve of the Reformation; the humanist movement north of the Alps; religion and politics in the Protestant Reformation; Roman Catholic reform and the Counter-Reformation. Open to first-year students by permission of the instructor only. **{H}** 4 credits
Joachim Stieber
Offered Fall 2001, Fall 2002

232 (C) Aspects of Late Medieval and Early Modern Europe

Government, Society and Culture in Renaissance Florence, 1400–1530.

The clash between tradition and innovation in the classical revival. Florentine society and patronage politics in the age of self-proclaimed republicanism. The uses of civic art for cultural propaganda, to be studied with reference to paintings, sculpture and works of architecture. The innovative writing of the laity, including family memoirs and letters, fables, dialogues and histories, including the voices and silences of women. The fall of the Medici regime in 1494 and the religious revolution of Savonarola. The conflict between religious and political reformers, and the new political thought of Machiavelli in the years of transition from Commune to Principate in 1530. **{H}** 4 credits

Alison Brown

Offered Fall 2001

233 (C) Propaganda, Communication, and Compulsion in Early Modern Europe

Realities and myths in the formation of Spanish, Italian, French, and German polities from 1450 to 1660. How absolute monarchy and national identity were conveyed to courts, visitors, and society through art, urban design, woodcuts, satire, the fashioning of saints and festivals—and through coercion. Suggested background: a course on early modern Europe. **(E)** **{H}** 4 credits.

Frederick McGinness

Offered Spring 2002

234 (L) Tudor England

The development of the early modern English state, from its 15th-century origins to the death of Elizabeth. Dynasticism, religious upheaval, and the place and power of English monarchs from Richard III to James I. **{H}** 4 credits

Howard Nenner

Offered Fall 2001

235 (L) Stuart England

The transition to political stability from the end of the Elizabethan era to the beginnings of the Georgian monarchy. Religion, politics, and constitutional thought in England's century of revolution. **{H}** 4 credits

Howard Nenner

Offered Spring 2002

236 (C) Authority and Legitimacy in the Age of More and Shakespeare

An examination of the texts and historical context of Shakespeare's *Richard II, I Henry IV, Henry V, Richard III* and *King Lear*, More's *Utopia* and *The History of Richard III*, and other significant works of the16th and early 17th centuries touching on the questions of order, authority, and legitimacy. Admission by permission of the instructors. **{L/H}** 4 credits

Howard Nenner, William Oram (English Language and Literature)

Offered Fall 2002

239 (L) Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars

The political, social, and cultural roots of Russian institutions; foreign influences on the structure of Russian society and polity; evolution of autocracy and the bureaucratic state. **{H}** 4 credits

Joan Afferica

Offered Fall 2002

241j The Moscow Kremlin

An on-site study of the Moscow Kremlin with emphasis on the uses of public space, the nature and ritual of rulership, the Orthodox Church and its relation to the Tsardom, and the expression of world view and power relations in the frescoes, stones, and artifacts of Kremlin churches, palaces, and museums. Prerequisite: 239 and permission of the instructor. (E) **{H}** 2 credits

Joan Afferica

Offered Interterm 2003

244 (L) The Scientific Revolution, 1500–1700

Science, society, and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism, and atheism in the 18th century. **{H}** 4 credits

Michael Dettelbach

Offered Fall 2001

246 (C) The European Enlightenment
The 18th-century transformation of European thought, art, and manners which formed the liberal and secular sensibilities of modern European societies. Themes include the relationship between the Enlightenment and organized religion; the comparison of Enlightenments in different national contexts; the idea and role of women in the Enlightenment; the relationship between Enlightenment and the French Revolution. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2002

247 (C) The Rise and Collapse of the Russian and Soviet Empires
Formation of the Great Russian and Soviet Empires; theory and practice of government policy toward minority populations; political, economic, and cultural relations among constituent peoples in the 19th and 20th centuries. **{H}** 4 credits
Joan Afferica
Offered Fall 2002

248 (C) Revolutionary Europe, 1789–1989
Comparative study of the French Revolution of 1789, the European revolutions of 1848, the Paris Commune of 1871, the Russian Revolutions of 1905 and 1917, and the fall of Communism in eastern Europe. **{H/S}** 4 credits
Lisa DiCaprio
Offered Spring 2002

History 249, 250, and 251 constitute a sequence in modern European history.

249 (L) Europe 1660–1815: The Age of Reform and Revolution
Absolute monarchy in Europe as a political, economic, military, and cultural system, and its collapse. The policed state; warfare and its costs; commercial empires and the progress of navigation; the Enlightenment public; revolution and revolutionary war in France and in Europe, 1789–1815; liberalism, conservatism, radicalism. **{H}** 4 credits
Michael Dettelbach
Offered Spring 2002

250 (L) Europe in the 19th Century
1815–1914: a century of fundamental change without a general war. The international order established at the Congress of Vienna and its challengers: liberalism, nationalism, Romanticism, socialism, secularism, capitalism, and imperialism. **{H}** 4 credits
Ernest Benz
Offered Fall 2001, Fall 2002

251 (L) Europe in the 20th Century
Political, economic, diplomatic, social, and cultural issues since 1870. Topics include mass politics from socialist internationalism to Communism, fascism, Nazism, post-war social movements, and democracy movements in the 1980s; the world wars; and changing identities from the age of imperialism to decolonization and the European Union. Sources include political and social analyses, films, memoirs, poetry, and fiction. **{H}** 4 credits
Mary Lewis, Spring 2002
To be announced, Spring 2003
Offered Spring 2002, Spring 2003

253 (L) Women in Modern Europe
Women's social, economic, cultural and political roles from the French Revolution to the present. Special attention to France, Britain, Russia and Germany and to mass movements for suffrage, peace, women's rights and revolution. Sources include films, novels, political treatises and memoirs. **{H/S}** 4 credits
Lisa DiCaprio, Spring 2002
Offered Spring 2002, Spring 2003

Africa

AAS 218 History of Southern Africa

AAS 258 20th-Century Africa

257 (L) East Africa in the 19th and 20th Centuries
Comparative introduction to the peoples of Tanzania, Uganda, and Kenya. Topics include pre-colonial cultures, ecologies and politics; the slave trade; resistance and accommodation to imperial power; nationalist struggles and decolonization;

post-colonial crises and present challenges.
{H/S} 4 credits
David Newbury
Offered Fall 2001

258 (L) History of Central Africa
{H} 4 credits
David Newbury
Offered Spring 2003

Latin America

260 (L) Colonial Latin America, 1492–1821
Iberian invasions in the 16th century to the movements for independence in the early 1800s. The course emphasizes the effects of Spanish and Portuguese colonial rule on the native societies of the Americas. **{H}** 4 credits
Ann Zulawski
Offered Fall 2001, Fall 2002

261 (L) National Latin America, 1821 to the Present
A thematic survey of Latin American history in the 19th and 20th centuries focusing on the development of export economies and the consolidation of the state in the 19th century, the growth of political participation by the masses after 1900, and the efforts of Latin Americans in the second half of the 20th century to bring social justice and democracy to the region. **{H}** 4 credits
Ann Zulawski
Offered Spring 2002, Spring 2003

263 (C) Continuity and Change in Spanish America and Brazil
Gender in the Study of Latin American History.
Gender as a central element in the creation of Latin American societies. The interaction of gender, class, and ethnicity in different historical periods in various regions of Spanish America and Brazil. Topics include: changing gender relations in the Aztec and Inca states, men and women under colonialism, gender and movements for social change, the household economy and the public sphere, sexuality and society. **{H/S}** 4 credits
Ann Zulawski
Offered Fall 2002

United States

History 265, 266, and 267 constitute a sequence in United States history.

265 (L) North America in an Age of Empires and Revolutions, 1400–1800
An introduction to the social, political, and cultural history of the peoples of North America during the eras of colonization, the American Revolution, and the early republic. **{H}** 4 credits
Neal Salisbury
Offered Spring 2002, Spring 2003

266 (L) The Age of the American Civil War
Origins, course and consequences of the war of 1861–65. Major topics include the politics and experience of slavery; religion and abolitionism; ideologies of race; the role of African Americans in ending slavery; the making of Union and Confederate myths; Reconstruction; white Americans' final abandonment of the cause of the freed people in the 1880s and 1890s. **{H}** 4 credits
R. Jackson Wilson
Offered Fall 2001, Fall 2002

267 (L) The United States Since 1890
The rise of industrial America, consumer culture, radical and conservative political movements, immigration and diversification of the population, development of the social welfare state, the United States as a world power, and new modes of cultural expression. Open to first-year students. **{H}** 4 credits
Kate Weigand
Offered Spring 2002

268 (L) Native American Indians, 1400–Present
An introduction to the economic, political, and cultural history of Native Americans and their relations with non-Indians. **{H}** 4 credits
Neal Salisbury
Offered Fall 2001, Fall 2002

270 (C) Aspects of American History
The American West to 1900.
The history of North America west of the Mississippi as a region in its own right rather than as an eventual appendage of the United States. Emphasis

on the cross-cultural and cross-political currents that swept the West prior to the 20th century, and on new social relations and new identities forged from the crucibles of war, migration, and inequality. **{H}** 4 credits
Neal Salisbury
Offered Spring 2003

273 (L) Contemporary America
The United States' rise to global power since 1945, the Cold War, McCarthyism, the political upheaval of the 1960s, and the politics of scarcity. **{H}** 4 credits
Daniel Horowitz
Offered Spring 2003

274 (C) Moments in American History
1919, A Year of Clear and Present Danger.
The dramatic year of the Seattle general strike, the Boston police strike, the Chicago race riot, the continuing influenza epidemic, the Treaty of Versailles, Prohibition, the Red Scare, women's suffrage and the Black Sox scandal, in the context of recovery from wartime and modernization. (E) **{H}** 4 credits
Kathleen Banks Nutter
Offered Spring 2002

275 (L) Intellectual History of the United States to 1860
{L/H} 4 credits
R. Jackson Wilson
Offered Fall 2002

276 (L) Intellectual History of the United States after 1860
{L/H} 4 credits
R. Jackson Wilson
Offered Fall 2001

278 (L) Women in the United States, 1865 to 1970
Continued examination of the historical position of women within the society and culture. Problems include the implications of class, changing notions of sexuality, educational growth, feminism, African-American women in "freedom," wage-earning women, careers, radicalism, the sexual revolution, the impact of the world wars and depression, and feminism's second wave. Emphasis on social and cultural aspects. **{L/H}** 4 credits
Helen Lefkowitz Horowitz
Offered Fall 2001, Fall 2002

280 (C) Problems of Inquiry
Women and Work in 20th-Century America.
The history of work in its social and political context, 1870s–present. Topics include women's work at home and in the paid labor force, labor movements, race and class, New Deal, public policies affecting women and men at work; labor and the global economy. **{H/S}** 4 credits
Kathleen Banks Nutter
Offered Fall 2001

AAS 278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

AAS 335 Seminar: Free Blacks in the United States Before 1865

AMS 302 Seminar: The Material Culture of New England, 1630–1860

Colloquia in Comparative History

290 (C) Outcasts: Minorities in Medieval Society
The emergence of a persecuting society. The experiences of heretics, Jews, Muslims, homosexuals, prostitutes, lepers and usurers within a Europe that increasingly defined itself as Christian. Differences in the treatment of these various outcast groups, their depiction in art, their legal segregation, and their presumed association with demonic activity. (E) **{H}** 4 credits
Fiona Griffiths
Offered Spring 2002

291 (C) The Plague of Justinian and the Black Death
Analysis of the two major outbreaks of the plague in Europe, one at the start of the Middle Ages and one at the end, with attention to geographical and chronological patterns of the spread of the disease and to effects on social relations, politics, religion, and the value of labor. Comparisons to other epidemics in world history. Recommended back-

ground: HST 224, 225, 226, or 230. {H} 4 credits
Lester Little
Offered Spring 2002

292 (C) The 19th-Century Crisis in East Asia
Reactions in China, Korea, and Japan to political, diplomatic, and economic circumstances in East Asia during the 19th century as those countries confronted a common challenge posed by European imperialism. Topics include theories of diplomacy and trade, rebellion, invasion, economic and cultural transformation, and the birth of Japanese expansionism. {H} 4 credits
Robert Eskildsen
Offered Spring 2002, Spring 2003

294 (C) Ideas and Institutions of Society and Government in Europe, 1300–1660
Lordship and community in late medieval and early modern France, the Italian city-states, the Low Countries, the Empire, the Swiss confederated communes, and the lands of the King of Spain (Castile and Aragon). Comparative study of the development of institutions of government (the "State") with respect to the administration of justice, public order (police), finance, and the waging of war and peace. Conceptions of lordship, community, the definition of the common good, and of consent (including the right of resistance) as well as of the appropriate limits of ecclesiastical and civil jurisdiction in major clerical and lay authors. The impact of religious divisions in the Age of Reformation on political thought and partisanship. The extension of European conceptions of government and society to colonial settlements in New Spain (Mexico) and New England. {H} 4 credits
Joachim Stieber
Offered Spring 2002

297 (C) Elite and Popular Culture in Europe 1450–1650
Early modern Europe from the inside out. Strategies to secure communal consensus, and modes of deviance, such as heresy, witchcraft, sacrilege, and superstition. Topics include law, the Inquisition, popular ritual, spirituality and social protest, post-Reformation martyrdom, the making of saints, ecclesiastical wealth and the grim necessities of the poor. (E) {H}
Frederick McGinness
Offered Fall 2001

299 (C) Ecology and History in Africa
The human species as an outgrowth of nature and as a transformer of the physical world. European and African outlooks on nature, and their confrontations with the landscapes, climates, diseases, flora and fauna of Africa. Specific concerns include conservation, population, epidemiology, erosion, forestry, and violence, within the overall framework of African social history and the natural processes. {H/S} 4 credits
David Newbury
Offered Fall 2001

Seminars

LAS 301 Seminar: Topics in Latin American Studies
Topic: Culture and Society in the Andes
Andean peoples' contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings on Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; capitalist expansion, migration and urbanization; *indigenismo* and the Left; *Sendero Luminoso* and the popular movements based on gender and ethnicity. 4 credits
Ann Zulawski
Offered Spring 2003

302 Topics in Ancient History
Topic: The Making of Late Antiquity, 250–550.
{H} 4 credits
Richard Lim
Offered Spring 2002

325 Early European History to 1300
Topic: The Life and Thought of Heloïse, 1101–1164.
{H} 4 credits
Fiona Griffiths
Offered Spring 2003

335 Topics in British History
The Monstrous Regiment of Women, Female Monarchy in Tudor-Stuart Britain.
{H} 4 credits
Howard Nenner
Offered Spring 2002

346 Problems in European Intellectual History
Darwin and Darwinism.
Darwin's life and evolutionary science as it refracts British society in an age of industrialization and materialism. Evolutionism from radical cry to capitalist creed; reception of evolution by natural selection in different national contexts; "survival of the fittest"; Social Darwinism, the sociobiology controversies. **{H}** 4 credits
Michael Dettelbach
Offered Fall 2001

350 Modern Europe
France 1934–1945.
A crucial decade: the growing fascist threat, the Popular Front, its achievements and limitations; World War II, capitulation, occupation, collaboration, resistance and liberation. Reevaluation of the era through contemporary trials for crimes against humanity. **{H}** 4 credits
Lisa DiCaprio
Offered Spring 2002

361 Problems in the History of Spanish America and Brazil
Public Health and Social Change in Latin America, 1850–Present.
The relationship between scientific medicine and state formation in Latin America. Topics include Hispanic, Native American and African healing traditions and 19th-century politics; medicine and liberalism; gender, race and medicine; eugenics and Social Darwinism; the Rockefeller Foundation's mission in Latin America; medicine under populist and revolutionary governments. **{H/S}** 4 credits
Ann Zulawski
Offered Spring 2002

370 The American Revolution
Social Change and the Birth of the United States, 1760–1800.
Relationships between the revolution, revolutionary ideology, and social changes within the colonies, with particular attention to questions of class, race, and gender. {H} 4 credits
Neal Salisbury
Offered Fall 2001, Fall 2002

372 Problems in American History
The Development of and Response to Consumer Culture in the United States, 1940–1973.
{H/S} 4 credits
Daniel Horowitz
Offered Spring 2002

375 Problems in United States Intellectual History
Topic: To be announced. **{H}**
4 credits
R. Jackson Wilson
Offered Fall 2002

378 Problems in 20th-Century United States History
Feminism since 1945.
The roots of the contemporary women's movement from the Old Left to the New Left, debates over liberal feminism and women's liberation, critiques of the second wave by women of color and the impact of feminism on politics and culture in the United States. **{H/S}** 4 credits
Kate Weigand
Offered Fall 2001

383 Research in U.S. Women's History: The Sophia Smith Collection
American Women in the 19th and 20th Centuries.
{H} 4 credits
Helen Horowitz
Offered Spring 2002, Spring 2003

404 Special Studies
By permission of the department.
4 credits
Offered both semesters each year

The Major

Advisers: Ernest Benz, Michael Dettelbach, Robert Eskildsen, Daniel Gardner, Keith Lewinstein, Richard Lim, Howard Nenner, Neal Salisbury, Joachim Stieber, Ann Zulawski.

The history major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100.
2. Field of concentration: five semester courses at the 200- or 300-level, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines, historically oriented courses in other disciplines must be approved by the student's adviser.
3. Additional courses: five 200- or 300-level courses, of which four must be in at least two fields distinct from the field of concentration. Two of these five may be cross-listed courses in the history department.

Fields: Antiquity; Islamic Middle East; East Asia; Formation of Latin Christian Society, 300–1450; Latin Christian Society in Transformation, 1000–1600; Early Modern Europe, 1300–1815; Modern Europe, 1789 to the Present; Africa; Latin America; United States.

Note: A student may also design a field of concentration, which should consist of courses related chronologically, geographically, methodologically or thematically (e.g., Britain, Comparative Colonialism, History of Science, Women's History), and must be approved by an adviser.

The S/U grading option is not allowed for courses counting toward the major.

A student may count one (but only one) AP examination in history with a grade of 4 or 5 as the equivalent of a course for 4 credits toward the major. If the examination is in American history and the student's field of concentration is the United States, the course it replaces must be in the concentration; otherwise, the course it replaces must be one of the additional courses. Similarly, if the examination is in European history, the student may use it toward the concentration in Modern Europe; otherwise, the course it replaces must be one of the additional courses.

Study Away

A student planning to study away from Smith during the academic year or during the summer must consult with a departmental adviser concerning rules for granting credit toward the major or the degree. Students must consult with the departmental adviser for study away both before and after their participation in Junior Year Abroad programs.

Adviser for Study Away: Robert Eskildsen.

The Minor

Advisers: same as those listed for the major.

The minor comprises five semester courses. At least three of these courses must be related chronologically, geographically, methodologically, or thematically. Students should consult their advisers.

Honors

Director: Ann Zulawski.

431 Thesis
8 credits
Offered fall semester each year

The honors program is a one-year program taken during the senior year. Students who plan to enter honors should present a thesis project, in consultation with an adviser, no later than preregistration week of the spring semester of their junior year. Students spending the junior year away should submit their proposal to the director of honors in the spring semester and must apply not later than the second day of classes of the fall semester of their senior year.

The central feature of the history honors program is the writing of a senior thesis, which is due on the first day of the spring semester of the senior

year. The preparation of the thesis counts for eight credits during the fall semester of the senior year. Each honors candidate defends her thesis in the week before spring recess at an oral examination in which she relates her thesis topic to a broader field of historical inquiry, defined with the approval of the director of honors.

The history honors major comprises 11 semester courses, at least six of which shall normally be taken at Smith, distributed as follows:

1. Basis of the major: 100.
2. Field of concentration: four 200- or 300-level courses in the field of concentration, at least one of which is a Smith history department seminar. Two of these may be courses cross-listed in the history department or historically oriented courses in other disciplines.
3. The thesis counting for two courses (eight credits).
4. One semester course in ancient history or a related course in ancient studies.
5. Three history courses or seminars (12 credits) in a field or fields other than the field of concentration. One of these may be a course cross-listed in the history department.

490 Teaching History
Discussion of primary sources and ways of using and interpreting them in high school history classes. The first half of the semester develops a course unit on a specific topic. The second half considers additional types of source materials from a range of times and places in human history. **{H}** 4 credits
Neal Salisbury, Spring 2002
Offered Spring 2002, Spring 2003

Graduate

511 Problems in European History to 1300
{H} 4 credits

521 Problems in Early Modern History
{H} 4 credits

541 Problems in Modern European History
{H} 4 credits

571 Problems in American History
{H} 4 credits

580 Special Problems in Historical Study
Arranged individually with graduate students. **{H}** 4 credits
Offered both semesters each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

History of Science and Technology

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Mark Aldrich, Marilyn Carlson Nelson Professor of Economics
Merrie Bergmann, Associate Professor of Computer Science
*[1] Lâle Aka Burk, Senior Lecturer in Chemistry
David Dempsey, Museum of Art
Michael Dettelbach, Assistant Professor of History
*[1] Craig Felton, Professor of Art
**[1] Nathanael Fortune, Associate Professor of Physics
†[1] Caroline M.Houser, Professor of Art
Laura Katz, Assistant Professor of Biological Sciences
Thomas Litwin, Adjunct Associate Professor of Biological Sciences
Albert Mosley, Professor of Philosophy
*[2] Douglas Lane Patey, Professor of English Language and Literature, *Director*
Jeffry Ramsey, Assistant Professor of Philosophy
†[1] Marjorie Senechal, Professor of Mathematics and of History of Science and Technology
Harold Skulsky, Professor of English Language and Literature

Smith's Program in the History of Science and Technology is designed to serve all Smith students. Courses in the program examine science and technology in their historical, cultural and social contexts, and the ways in which they have shaped and continue to shape human culture (and vice versa). Linking many disciplines and cultures, the minor complements majors in the humanities, social sciences, and the natural sciences.

112 Images and Understanding

Plato contended that god did not give the universe eyes because, since the universe contains everything, there is nothing external to see. On the other hand, we use the expression "I see" as a synonym for "I understand." In this course we will study key historical events that have shaped the images through which we understand the world. Topics and questions to be considered include: the structure of the eye and the process of perception; theories of light; visual instrumentation; imaging in science and in art; and the use of visual metaphors in scientific thinking. **{H/N}** 4 credits
Marjorie Senechal, Douglas Patey
Offered Spring 2003

211 Perspectives in the History of Science

At the Intersection of Art and Science: The History of Art Conservation

This course examines the history of art conservation and the increasing utilization of modern chemistry and instrumentation in the treatment of art objects. Through case studies of art works in diverse media, we will trace the gradual shift from the artisan restorer to the contemporary conservator who uses powerful analytical techniques to test objects for developing treatment processes and documents the techniques, methods and materials used. The use of increasingly sophisticated instrumentation including spectroscopy, chromatography, and microscopy to analyze the art of the past will be investigated along with the impact of science on the philosophy of conservation. Can conservation ever be truly objective, or must there always be an artistic subjective component? Guest speakers will include conservators who will explain how science plays a role in their work. The practical component of the course will involve demonstrations of selected techniques and instruments. **{A/H/N}** 4 credits
Lalé Burk and David Dempsey
Offered Spring 2002

Science, Technology, and Silk
The story of silk traces an unusual path through the history of science and technology. It begins with the origins of silk culture and its varied uses in ancient China. Silk became an important agricultural and cottage industry in the West after silkworms were smuggled from China, but its basic practices remained virtually unchanged until the industrial revolution. The invention of the power loom and Pasteur's discovery of the causes of one silkworm disease mechanized and rationalized the industry, changing it—and the world of the silk workers—forever (Northampton's own vanished silk industry, which spanned both eras, is an interesting case study.) The story is not over: the most remarkable silk factory, the tiny silkworm itself, remains something of a scientific and technological mystery. The course includes discussions, guest lectures, and workshops. Enrollment limited to 20 students. **{H/N}** 4 credits
Marjorie Senechal
Offered Fall 2002

PHI 224 Philosophy and History of Scientific Thought
What is science? What counts as good science? How has good science changed over time? How do we account for the changes? Using historical material, this course examines how scientists and historians and philosophers of science have addressed these and other questions concerning the interpretation of scientific activity. **{N}** 4 credits
Jeffry Ramsey
Offered Fall 2001

404 Special Studies
4 credits
Offered both semesters each year

Cross-Listed Courses

ANT 345 Colloquium: The Anthropology of Science and Technology
The anthropology of science and technology is a dynamic new subfield in the discipline. It has produced several ethnographies of laboratory life that have been widely cited outside the discipline. Turning the ethnographic gaze on aspects of modern life has been a powerful source of new insights. The course will introduce the ethnographies with historical background on science and technology. Students will be expected to do fieldwork. Prerequisites: ANT 243 or 244 or permission of the instructor. This course will have seminar status for anthropology majors. **{H/S}** 4 credits
Frédérique Apffel Marglin
Not offered in 2001–2002

ANT 131 Perspectives on Human Behavior and Evolution
The physiological, social and ecological premises of human behavior and their basis in primate social and communication systems. Our biological development as hominids and its behavioral correlates. The uniqueness of language and technology as human adaptations. Contemporary political implications of the agricultural revolution and the rise of the early city and early state. Will our late 20th century commitment to modern technology and global communication prove to be a vision or a trap? **{S/N}** 4 credits
Elizabeth Hopkins
Offered Spring 2003

ANT 248 Medical Anthropology
The cultural construction of illness through an examination of systems of diagnosis, classification, and therapy in both non-Western and Western societies. Special attention given to the role of the traditional healer. The anthropological contribution to international health care and to the training of physicians in the United States. Enrollment limited to 30. **{S/N}** 4 credits
Donald Joralemon
Offered Fall 2001, Fall 2002

ARC 211 Introduction to Archaeology
An introduction to interdisciplinary archaeological inquiry. The goals of archaeology; concepts of time and space; excavation techniques; ways of ordering and studying important categories of finds such as pottery, bones, stone and metal objects, and organic materials. Archaeological theory and method and how each affects the reconstruction of the past. Illustrative material, both prehistorical and historical, will be drawn primarily but not exclusively from the culture of the Mediterranean Bronze Age and the time of Homer. Enrollment limited to 30. **{H/S}** 4 credits
Susan Allen
Offered Fall 2001

AST 215 History of Astronomy
Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology. **{H/N}** 4 credits
Richard White
Not offered in 2001–2002

BIO 366 Seminar: Topics in Biochemistry
How Science is Really Done.
This seminar will consider various current topics in biochemistry. The topics may include exercise biochemistry, pharmacology, cell signaling, bioinformatics, etc. The prerequisites may vary depending on the topic, but all will require permission of the instructor. **{N}** 3 credits
Carolyn Cohen
Offered Spring 2002

BIO 368 Topics in Evolutionary Biology
Molecular Evolution.
This seminar will explore the field of molecular evolution from two perspectives. First, we will look at how molecular data have shaped our understanding of the history of organismal diversity. Specific topics will include phylogenetic reconstruction, conservation genetics and inferring the relative role of evolutionary forces. The second perspective is on the evolution of molecules themselves, focusing on the evolution of genomes. Emphasis will be on readings from the primary literature, and on an independent research project. Prerequisite: BIO 232, 234, or 262 or permission of the instructor. **{N}** 3 credits
Laura Katz
Offered Spring 2002

CHM 102 The Chemistry of Artists' Materials and Techniques
Not Offered in 2001–2002

EGR 101 Building Big: Analysis and Interpretation of Large Structures
This course will examine the development of large structures (towers, bridges, domes, dams, canals and tunnels) throughout history with emphasis on the past 200 years. Following the evolution of ideas and materials, it will introduce students to the interpretation of significant works from the scientific, social, and symbolic perspectives. Examples include the Brooklyn Bridge, the Eiffel Tower, and the Big Dig. **{S/N/A}** 4 credits
Andrew Guswa
Offered Fall 2001

ENG 211 The Technology of Reading and Writing
An introductory exploration of the physical forms that knowledge and communication have taken in the West, from ancient oral cultures to modern print-literate culture. Our main interest will be in discovering how what is said and thought in a culture reflects its available kinds of literacy and media of communication. Topics to include poetry and memory in oral cultures; the invention of writing; the invention of prose; literature and science in a script culture; the coming of printing; changing concepts of publication, authorship, and originality; movements toward standardization in language; political implications of different kinds and levels of literacy. **[3e] {L}** 4 credits
Douglas Patey
Offered Spring 2002

HST 244 (L) The Scientific Revolution, 1500–1700
Science, society, and religion in Europe from the Middle Ages to the French Revolution. Topics include Aristotelianism; magic and occult philosophies; baroque artisans and the mechanical philosophy; Galileo and the Catholic Church; Descartes vs. Newton; Newtonianism, deism, and atheism in the 18th century. **{H}** 4 credits
Michael Dettelbach
Offered Fall 2001

HST 256 (C) The Industrial Revolution
European industrialization and industrialism 1600–1918. Focus on changes in technology and in the associated languages of work, wealth, and power. Britain as workshop of the world; work as a physical and social-economic concept; the steam engine and thermodynamics; mechanization of warfare; photography and the industrial city; historical materialism and the origins of the concept of industrial revolution. **{H}** 4 credits
Not offered in 2001–02

MTH 350 Topics in the History of Mathematics
Topic: Mathematical communities. Subjects will include Plato's Academy, Fermat and his correspondents, mathematics at Göttingen, and the funding of American mathematics. Prerequisite: any two of 217, 224, 233, 238, 243, or permission of the instructor. **{M}** 4 credits
Not Offered in 2001–2002

PHI 224 Philosophy and History of Scientific Thought
What is science? Is it a method, a practice or an accumulated body of truths? Does it give us objective and universal knowledge? How do scientific discoveries affect the world and the way we know it and live in it? **{N}** 4 credits
Jeffry Ramsey
Offered Fall 2001

PHY 105 Principles of Physics
This conceptual course explores the laws of mechanics, electricity and magnetism, sound and light, relativity and quantum theory. It is designed for nonscience majors and does not rely on mathematical tools. Lecture demonstrations and some hands-on investigation will be included. **{N}** 4 credits
Janet Van Blerkom
Not offered in 2001–2002

PPY 209 Philosophy and History of Psychology
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology, and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2002

The Minor

Requirements: Two courses in the natural or mathematical sciences and two courses in history, chosen in consultation with the student's minor adviser, and two courses in (or cross-listed in) the history of science and technology program. Normally one of the history of science and technology courses will be Special Studies, 404a or 404b, but another course may be substituted with the approval of the adviser. Work at the Smithsonian Institution in the Picker Program counts as one course toward the minor. Students considering a minor in the history of the science and technology are urged to consult with their advisers as early as possible.

International Relations

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

**[2] Steven Martin Goldstein, Professor of Government
†[1] Joan Afferica, Professor of History
**[1] Elizabeth Erickson Hopkins, Professor of Anthropology
*[2] Elliot Fratkin, Associate Professor of Anthropology
†[2] Gregory White, Associate Professor of Government, *Director*
Mahnaz Mahdavi, Associate Professor of Economics
Mlada Bukovansky, Assistant Professor of Government
*[1] Mary Geske, Assistant Professor of Government

The international relations minor offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides an interdisciplinary course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations.

In keeping with the interdisciplinary nature of the minor, beyond completion of GOV 241, students may take no more than two courses in any one department to count toward the minor.

Requirements: six semester courses including GOV 241, plus one course from each of the following five groups:

1. One course in global institutions or problems, such as international law or organizations, economic development, arms control and disarmament, the origins of war, resource and environmental issues, or world food problems. Among courses at Smith would be the following:

ANT 232	Third World Politics: Anthropological Perspectives
ANT 236	Economy, Ecology, and Society
ANT 241	Anthropology of Development
ANT 243	Colloquium in Political Ecology
ANT 340	Seminar: The Politics of Development: Identity, Autonomy and Resistance in the Third World
ANT 341	Seminar: Sacred Power as Secular Politics: Ideology, Legitimacy and Action
GEO 109	The Environment
GOV 231	Government and Plural Societies
GOV 233	Problems in Political Development
GOV 254	Politics of the Global Environment
GOV 324	Seminar in Comparative Government
GOV 341	Seminar in International Politics: Gender and Global Politics
GOV 243	International Law
GOV 345	Seminar in International Politics: Globalization and International Migration

2. One course in international economics or finance:

ECO 206	International Finance
ECO 209	Comparative Economic Systems
GOV 242	The Politics of International Economic Relations

3. One course in contemporary American foreign policy:

GOV 244	Foreign Policy of the United States
HST 273	Contemporary America

4. One course in modern European history or government with an international emphasis:

ECO 311	Seminar: Topics in Economic Development
GOV 221	The Politics of Western Europe
GOV 222	The Politics of East and Central Europe
HST 240	Tradition and Change in Russian and Soviet History, 1801–Present
HST 245	The Middle Ages and the Renaissance in European Thought, 1750–1870
HST 247	The Rise and Collapse of the Russian and Soviet Empires
HST 250	Europe in the 19th Century
HST 251	Europe in the 20th Century

5. One course on the economy, politics, or society of a region other than the United States and Europe:

Africa

ANT 231	Africa: A Continent in Crisis
ANT 232	Third World Politics: Anthropological Perspectives
ANT 236	Economy, Ecology and Society
GOV 224	Government and Politics of the Middle East and North Africa
GOV 227	Government and Politics of Sub-Saharan Africa
GOV 345	Seminar in International Politics: South Africa in World Politics
GOV 347	Seminar in International Politics: Algeria in the International System

Asia

GOV 228	Government and Politics of Japan
GOV 230	Government and Politics of China
GOV 344	Seminar on Foreign Policy of the Chinese People's Republic
GOV 348	Seminar in International Politics: Conflict and Cooperation in Asia
GOV 349	Seminar in International Relations and Comparative Politics: The Political Economy of the Newly Industrializing Countries of Asia
GOV 351	Seminar in Comparative Government and International Relations: Foreign Policy of Japan
HST 212	China in Transformation A.D. 700–1900
HST 213	Aspects of East Asian History
HST 218	Thought and Art in China
REL 270	Religious History of India (Ancient and Classical)
REL 271	Religious History of India (Medieval and Modern)
REL 272	Buddhist Thought

Middle East

GOV 224	Government and Politics of the Middle East and North Africa
GOV 229	Government and Politics of Israel
GOV 248	The Arab-Israeli Dispute
HST 208	The Shaping of the Modern Middle East
HST 209	Aspects of Middle Eastern History: Modern Egypt
REL 275	The Islamic Tradition
REL 278	Religion and Politics in Islam

Latin America

ANT 237	Native South Americans: Conquest and Resistance
ECO 318	Seminar: Latin American Economics
GOV 226	Latin American Political Systems
GOV 322	Seminar in Comparative Government: Mexican Politics from 1910–Present
GOV 324	Seminar in Comparative Government: Transitions to Democracy, Gender and Leadership
GOV 343	Seminar in International Politics
HST 261	National Latin America, 1821 to the Present
HST 263	Continuity and Change in Spanish America and Brazil
LAS 100	Perspectives on Latin America

At the discretion of the adviser, equivalent courses at other colleges may be substituted for Smith College courses.

Interterm Courses Offered for Credit

Visiting faculty and some lecturers are generally appointed for a limited term.

ANT 242j	Andean-Amazonia Spirituality and Agro-Biodiversity
ARH 295j	Museum Studies
CHM 241j	How NMR Really Works
ESS 175j	Applied Exercise Science
ESS 910j	Badminton
ESS 940j	Hiking and Canyoneering
ESS 945j	Physical Conditioning
FRN 255j	Speaking (Like the) French: Conversing, Discussing, Debating, Arguing
GEO 235j	Scanning Electron Microscopy and Energy Dispersive X-Ray Microanalysis
GEO 270j	Carbonate Systems and Coral Reefs of the Bahamas
HST 241j	The Moscow Kremlin
PHI 253j	Indo-Tibetan Buddhist Philosophy and Hermeneutics
SPN 218j	Speaking Spanish in Context
SPN 222j	Interterm in Madrid
SPN 223j	Afro-Cuban Culture: Theater and Dance

A schedule of important dates and information applicable to January Interterm courses is issued by the Registrar's Office prior to pre-registration in the fall.

Italian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professor
†[2] Alfonso Procaccini, Ph.D., *Chair*

Associate Professors
§[1] Giovanna Bellesia, Ph.D.
*[1] Anna Botta, Ph.D.

Senior Lecturer
Vittoria Offredi Poletto, B.A.

Instructor
Emanuele Occhipinti, Dottore in lingue

Lecturers
Stephanie Price Foster, M.Phil.
Barbara Spinelli, M.A.

Assistant in Italian
Silvia de Paulis

Students planning to major in Italian and/or intending to spend their Junior Year in Italy should start studying Italian in their first semester in order to meet all requirements. The only other possibility is to enroll in an intensive summer program prior to their sophomore year. All students going to Florence for their Junior Year Abroad must take ITL 250 in the spring of their sophomore year. Courses in art, European history and in other literatures are also recommended.

Language

Credit is not granted for the first semester only of our introductory language course. ITL 110d.

110d Accelerated Elementary Italian
One-year course that covers the basics of Italian language and culture and allows students to enroll in ITL 220 and ITL 250 the following year. Preference is given to all first-year students planning to go to Italy for their Junior Year. Four class meetings per week plus required weekly multimedia work. Enrollment limited to 16 per section. Students entering in the spring need permission of the department and must take a placement exam. Students must stay in the same section all year. **{F}** 10 credits
Vittoria Offredi Poletto, Director 2001–2002
Members of the department
Full-year course; Offered each year

220 High Intermediate Italian
Comprehensive review through practice in writing and conversation. Discussion, compositions and oral reports based on Italian literary texts and cultural material. Weekly conversation meetings and multimedia work required. Prerequisite ITL 110d or permission of the department. **{F}** 4 credits
Vittoria Poletto, Stephanie Foster, Barbara Spinelli
Offered each fall

230 Advanced Italian
A continuation of 220, with emphasis on development of style. Intensive oral and written work. Highly recommended for students planning to go to Florence for their Junior Year Abroad who need extra work on their language skills. Prerequisite: 220 or permission of the department. **{F}** 4 credits
Barbara Spinelli
Offered each spring

Literature

The prerequisite for ITL 250 is ITL 220.

The prerequisite for 300-level courses is ITL 230 or permission of the instructor.

250 Survey of Italian Literature I
Prerequisite for students applying for Junior Year Abroad in Florence. Reading of outstanding works and consideration of their cultural and social backgrounds from the Middle Ages to the Renaissance. Students must also enroll in a discussion section where they will do intensive work on their writing skills. Prerequisite: ITL 220 or permission of the instructor. **{L/F}** 5 credits
Alfonso Procaccini, Emanuele Occhipinti, Stephanie Foster, members of the department
Offered each Spring

332d Dante: *Divina Commedia*
Detailed study of Dante's *Commedia* in the context of his other works. Conducted in Italian. **{L/F}** 8 credits
Alfonso Procaccini
Full-year course; offered each year

340 Seminar: The Theory and Practice of Translation
This is a course for advanced students of Italian with strong English language skills. Close readings and translations into English of a variety of modern Italian writers and poets: Morante, Ginzburg, Anna Banti, Montale, Eco, Tabucchi, Maraini, Calvino and others. Extensive practice in translating with some theory. Consideration of the renderings into Italian by such famous writers as Pavese and Vittorini and exploration of the recent theory of "hidden translators," said to be women working for the famous translators. During the second half of the semester students will select a work for independent translation as the major component of their portfolio of translated work. Professional translators, writers whose work has been translated, and researchers in the field of artificial intelligence will be invited to share their experience with the class. Enrollment limited to 12. Permission of the instructor(s) required. (E) **{L/F}** 4 credits
Victoria Poletto, Giovanna Bellesia
Offered Spring 2002

343 Modern Italian Literature
From Literature into Film: (From the Book to the Screen).
This course will focus on the analysis of selected Italian literary masterpieces of the 19th and 20th centuries by such authors as Tarchetti, Svevo, Pirandello, Moravia, Maraini and their subsequent translation onto the screen by Italian filmmakers such as Scola, Bolognini, De Sica and the Taviani brothers. Particular attention will be given to the role of the female characters and to the differences and similarities between the film and the novel. This course will be conducted in Italian as a seminar and students are expected to participate fully. Attendance at all screenings will be mandatory. Limited enrollment, permission of the instructor required. Conducted in Italian. **{L}** 4 credits
Emanuele Occhipinti
Offered Fall 2001

345 Between Italy and the United States: Perceptions and Representations of Italian-American Culture
A study of Italian-American immigration and assimilation in the 20th century. This course analyzes the changing values from the Old World to the New. Through lectures, readings, film excerpts, class discussions, and guest speakers, the course exposes students to Italian-American traditions and tries to identify what is truly Italian, what is American and what eventually has become Italian-American. In order to understand these different facets, the course will conduct a parallel study of major 20th-century events in Italy and the United States. All lectures and readings are in English. (E).
Alfonso Procaccini
Offered Fall 2001

346 Seminar: Dialogue Between Two Major Writers of Italian Literature: Galileo Galilei (1564–1642) and Italo Calvino (1923–1985)
Our historical period is characterized by a sharp distinction between scientific and literary discourse. There are, however, a few important exceptions to the bitter debate that has become known in recent years as "the Science Wars." Throughout his career, Italo Calvino (1923–1985) praised the Renaissance scientist Galileo Galilei (1564–1642) as the greatest writer in the history of Italian literature. Calvino admired Galileo's language for its precision and scientific rigor, but also for its elegance and the bold novelty of its metaphors. This course will explore an imaginary dialogue between these two major authors and will discuss what distinguishes literary and scientific discourse, making special reference to the contemporary debates among literary writers,

semioticians, historians of science and scientists. We will read texts by Calvino, Galileo, Lucretius, Leopardi, Ariosto, Ortese, Barthes, Latour, Snow, Sokal. (E) **{L/N/F}** 4 credits
Anna Botta
Offered Spring 2002

Cross-listed Courses

The following courses, may count towards the Italian major if all written work is done in Italian.

There are none listed for 2001–2002.

404 Special Studies
By permission of the chair, for senior majors.
4 credits
Members of the department
Offered both semesters each year

408d Special Studies
By permission of the chair, for senior majors.
8 credits
Full-year course; offered each year

The Major

Advisers: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

Advisers for Study Abroad: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

Basis: ITL 220.

Requirements: the basis, ten semester courses. The ten semester courses shall include 230, 250,251, and 332d; and four of the following: 338, 342, 343, 344, 404, CLT 305, CLT 355 (all written work in the CLT courses must be done in Italian to be accepted for the Italian major).

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Italian majors are required to take ITL 332d and at least one advanced literary seminar in Italian during their senior year.

The Minor

Advisers: Giovanna Bellesia, Anna Botta, Stephanie Foster, Vittoria Poletto, Alfonso Procaccini.

A minor in Italian offers the student the opportunity to acquire the basic skills and a reasonable knowledge of the Italian language as well as an overview of the history of Italian literature and culture. Furthermore, it offers the possibility for students returning from study abroad to continue with Italian on a limited program. If a student does not wish to major in Italian, a minor would grant her the opportunity of official recognition for the courses taken.

Required: six semester courses including the following: 220, 230, and 250. Choice of two from two different periods including: 332d, 338, 342, 343, 404.

Courses taken during the Junior Year Abroad in Florence will be numbered differently and will be considered as equivalent to those offered on the Smith campus, subject to the discretion of the department.

Honors

Directors: Giovanna Bellesia, Anna Botta, Vittoria Poletto, Alfonso Procaccini.

430d Thesis
8 credits
Full-year course; offered each year

Graduate

Advisers: Giovanna Bellesia, Anna Botta, Alfonso Procaccini.

Candidates spend their first year in Florence, enrolled at the University of Florence and at the Smith Center. Required a minimum of 32 credits. The thesis is written during the second year under the direction of a member of the department.

550d Research and Thesis
8 credits
Full-year course; offered each year

Jewish Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Justin Cammy, A.M., Instructor in Jewish Studies
Henia Lewin, M.Ed., Lecturer in Jewish Studies

Jewish Studies Advisory Committee
**[1], **[2] Ernest Benz, Associate Professor of History
†[2] Lois Dubin, Associate Professor of Religion and Biblical Literature, Director
**[2] Myron Peretz Glazer, Professor of Sociology
†[1] Joel Kaminsky, Assistant Professor of Religion and Biblical Literature
†[1] Ellen Kaplan, Associate Professor of Theatre
*[1] Peter Isaac Rose, Professor of Sociology
*[1] Hans Rudolf Vaget, Professor of German Studies and Comparative Literature

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100d Elementary Modern Hebrew
A year-long introduction to modern Hebrew. Emphasis on oral proficiency in practical conversational Hebrew, and reading and writing. Audiotapes, videotapes, and occasional cultural presentations develop students' skills and acquaintance with Hebrew culture in Israel. **{F}** 8 credits
Henia Lewin
Full-year course; offered 2001–2002, 2002–2003

187 Introduction to the Jewish Tradition
Themes and representations of the Jewish tradition from ancient times to the present. Exploration of biblical texts and seminal ideas; inquiry into the rabbinical preservation, modification and adaptation of Judaism; the philosophy, mysticism and poetry of medieval Jewry; and the dilemmas and possibilities of modernity. **{L/H}** 4 credits
Justin Cammy
Offered Spring 2002, Spring 2003

200-Level Courses

260 Colloquium: Between Two Worlds—Modern Yiddish Literature
Works in English translation from Poland, Russia and the United States. Topics include the fictional universe of the shtetl; dybbuks, golems and demons; the shlemiel; the sexual politics of Yiddish; immigrant visions of America; the Holocaust; and the modern crisis of faith. Classic works by Mendele Mokher Sforim, Sholem Aleichem and Peretz; dramas by Asch, Ansky and Leyvik; poems by Glatstein, Halpern, Margolin and Sutzkever; and fiction by Grade and Singer. **{L}** 4 credits
Justin Cammy
Offered Spring 2002

CLT 277 Language, Lineage and Locus: The Jewish Writer in the 20th Century
What is modern Jewish literature? Jews in Europe, America and Israel have answered in a variety of ways and in a variety of languages. Special attention to the relation of language, place and time to artistic strategy and to the tension between personal, national, and universal perspectives in narrative. Authors include Sholem Aleichem, Isaac Babel, Franz Kafka, Henry Roth, Shmuel Yosef Agnon, Anne Frank, Primo Levi, Saul Bellow, Cynthia Ozick and A. B. Yehoshua. **{L}** 4 credits
Justin Cammy
Offered Fall 2001

284 Colloquium: Jewish Life in Eastern Europe 1750–1914
The cultural achievements and modern transformations of east European Jewish society, with special emphasis on religious and ethical worldviews, educational institutions, literature and internal politics. Topics include the confrontation

between tradition and modernity, Hasidic religious renewal, the shifting status of women, the Jewish language wars, the challenge of Russian anti-Semitism, Jewish cultural assertion and the emergence of nationalism and socialism. Primary texts include folk tales, memoirs, religious tracts and political manifestos. **{H}** 4 credits
Justin Cammy
Offered Fall 2001

404 Special Studies
4 credits
Offered both semesters each year

The Minor

Advisers: Members of the Jewish Studies Advisory Committee.

Students contemplating a minor in Jewish studies should see an adviser as early as possible to develop a minor course program. This program must draw from the areas specified below and must be approved by an adviser no later than the beginning of the senior year, though earlier discussion is preferable.

The Jewish studies program offers an interdisciplinary approach to the study of the history, religion, and culture of the Jews from the biblical period to the contemporary era. Students take courses in a variety of areas, including classical texts, Hebrew, history, Jewish thought, literature, and contemporary issues.

Jewish civilization has a recorded history of 4,000 years, spanning diverse geographic areas. While located in many civilizations, Jews have been most intimately involved with those of the West and the Middle East. Studying Jews and Judaism in these contexts provides students with insight into the complexities of culture and identity. A minor in Jewish Studies well complements majors in several fields, among them comparative literature, religion, history, philosophy, government, anthropology, sociology, women's studies, ancient studies, medieval studies, American studies, and any language and literature program.

Requirements: a total of five courses, which must include:

1. JUD 187, Introduction to the Jewish Tradition;
2. Four additional courses to be chosen from the list below, and distributed over any three of the areas of Jewish Studies (i.e. classical texts, Hebrew, history, Jewish thought, literature, and contemporary issues). Some courses appear in more than one area. A student may use such a course to fulfill either one or the other of the distribution requirements, but may not use the same course to satisfy more than one such requirement.

I. Classical Texts

JUD 224	Women in Rabbinic Literature
JUD 230	Reading the Bible Through Rabbinic Eyes
JUD 234	Introduction to Rabbinic Literature
REL 210	Introduction to the Bible I: Old Testament
REL 211	Wisdom Literature and Other Books from the Writings
REL 213	Prophecy in Ancient Israel
REL 313	Seminar: Hebrew Bible

II. Hebrew

JUD 100d	Elementary Modern Hebrew
REL 100d	Elementary Classical Hebrew
REL 285	Hebrew Religious Texts

III. History

JUD 284	Jewish Life in Eastern Europe, 1750–1914
JUD 285	Jews and World Civilization, 333B.C.E.–1492 C.E.
JUD 286	Jews and European Civilization, 1492–1942
JUD 387	Women in Jewish History
REL 220	Introduction to the Bible II: New Testament
REL 236	Jews and Judaism in the Modern World
REL 320	Seminar: Jesus, Politics and Society

IV. Jewish Thought

JUD 233	Law and Religion in Judaism
REL 234	Judaism and Feminism
REL 235	Jewish Spirituality: Philosophers and Mystics
REL 236	Jews and Judaism in the Modern World

V. Literature

CLT 201	Literary Anti-Semitism
CLT 277	Language, Lineage and Locus: The Jewish Writer in the 20th Century
GER 151	Jews in German Culture
GER 351	Fontane's Berlin Novels
JUD 253	Hebrew Poetry Through the Ages
JUD 260	Between Two Worlds: Modern Yiddish Literature
JUD 262	Jewish American Literature
JUD 385	Jewish Autobiography
REL 110	People of the Story
THE 313	Staging the Jew

VI. Contemporary Issues

JUD 265	Jews and Judaism in America, 1650 to the Present
JUD 383	Seminar in Jewish Studies: History and Literature of the Holocaust
REL 110	Renewal and Invention in Contemporary Judaism
REL 234	Judaism and Feminism
REL 335	Seminar: Problems in Jewish Religion and Culture: Women, Feminism, and Spirituality

Additional reading courses in Hebrew language and literature may be available, supervised by members of the program. Students who plan to study in Israel or who wish to pursue advanced work in Jewish studies should consider beginning modern Hebrew at Smith College or the University of Massachusetts during their first year. Consult the director of the Jewish Studies Program or a member of the Advisory Committee.

Latin American and Latino/a Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the Latin American and Latino/a Studies Committee

Ann Zulawski, Associate Professor of History and of Latin American Studies, Director
Susan C. Bourque, Professor of Government
Charles Mann Cutler, Jr., Professor of Spanish and Portuguese
Donald Joralemon, Professor of Anthropology
†[1] Velma García, Associate Professor of Government
*[1] Maria Estela Harretche, Associate Professor of Spanish and Portuguese
*[1] Marina Kaplan, Associate Professor of Spanish and Portuguese and of Latin American Studies
Nola Reinhardt, Professor of Economics
†[1] Nancy Saporta Sternbach, Associate Professor of Spanish and Portuguese
*[2] Ginetta Candelario, Assistant Professor of Sociology and Latin American Studies
Marguerite Itamar Harrison, Assistant Professor of Spanish and Portuguese
Michelle Joffroy, Assistant Professor of Spanish and Portuguese
†[1] Dana Leibsohn, Assistant Professor of Art

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100 Perspectives on Latin America
An interdisciplinary introduction to some critical themes and issues in Latin American culture and history. Lectures and discussions will focus on such topics as perceptions of conquest; women in colonial times; nation building in the 19th century; 20th-century revolutions and the international context. Recommended for first- and second-year students. **{H/S}** 4 credits
Ann Zulawski
Offered Fall 2001

201 Colloquium in Latin American and Latino/a Studies
4 credits

"The Bronze Screen": Performing Latina/o on Film and in Literature
This course examines the representation of Latinas/os in contemporary film contrasted with contemporary Latina/o literature. One of our efforts will be to learn to cast a critical eye on those performances and the stereotypes portrayed in them and to articulate those experiences in written work. We will examine the special circumstances of each of the three main Latino groups, as well as contrast the dominant culture's portrayal of Latinas/os with their own self-representation both in literature and film. Questions of ethnicity, class, political participation, privilege and gender will also inform our readings and viewings. Class discussions will be in English, but bilingualism will be encouraged throughout the course. **{L/F}**
Nancy Saporta Sternbach
Offered Fall 2001

Five Latin American Revolutions
This course will explore five Latin American revolutions: Cuba from the 1950s to the present, Chile under Salvador Allende from 1970 to 1973, the Sandinista revolution in Nicaragua from the 1970s to the present, Grenada's New Jewel movement between 1979 and 1983, and the uprising in Chiapas from 1994 to the present. We will use sociological theories about the causes, processes, and outcomes of revolutions to make sense of these events. We will investigate who participated in them, in terms of class, gender, and race/ethnicity, and why people became involved. We will ask what difference they made to the lives of

the people living through them, and attempt to develop a theory of their outcomes. Materials will include scholarly books and articles, films and videos, fiction, and primary documents.
John Foran
Offered Spring 2002

Negotiating the Borderlands: Text, Film, Music
This course will explore a variety of representations of the U.S.-Mexico border, as constructed by writers, filmmakers, and musicians from the borderlands. Of particular interest will be the ways in which representations of this specific region have changed historically, politically and culturally as the border has become more and more a factor in both U.S. and Mexican cultural discourses. We will examine such questions as: What is the border? Where does it begin/end? How does language affect representation? How have different mediums been employed to express the variety of experiences contained in the borderlands? Who represents the border, and how? This course will be conducted in English, with course materials in Spanish, English, and in translation.
Michelle Joffroy
Offered Spring 2003

301 Seminar: Topics in Latin American Studies
4 credits

Contemporary Latina Theatre
From the shoestring budgets of their collective theatre pieces of the 1960s to their high-tech, multimedia performance art of the 1990s, U.S. Latinas have moved from their marginal positions backstage to become the central protagonists of the efflorescent, hybrid, multicultural art form that is Latina theatre today. In this course, we will read a variety of plays, performance pieces, puppet shows, and other art forms that define U.S. Latina theatre from the early seventies to the present. Critical readings will accompany the texts. Every effort will be made to actually see a performance of some manifestation of Latina theatre. **{L/A}**
Nancy Saporta Sternbach
Offered Fall 2002

Culture and Society in the Andes
Andean peoples' contributions to human culture and the ways Andean societies have responded to and been changed by outside forces. Readings on Andean cosmology and principles of social and economic organization; social differentiation and ethnicity under colonialism; capitalist expansion, migration and urbanization; *indigenismo* and the Left; guerrilla movements and identity politics. **{H}**
Ann Zulawski
Offered Spring 2003

404 Special Studies
4 credits
Offered both semesters each year

The Major

This major builds on a basic understanding of the history of Latin America and a developing proficiency in Spanish. (A reading knowledge of Portuguese is also recommended.) Following this, a program of studies is developed that includes courses related to Spanish America and/or Brazil from the disciplines of anthropology, art, dance, economics, government, history, literature, sociology, and theatre.

Students choosing to spend the junior year studying in a Latin American country should consult with the appropriate advisers:

Adviser for Study Abroad in Spanish America: Michelle Joffroy.

Adviser for Study Abroad in Brazil: Marguerite Harrison.

Five-Year option with Georgetown University: students interested in pursuing graduate studies in LAS have the option of completing an M.A. in Latin American Studies at Georgetown University in only one extra year and a summer. Those interested must consult with an LAS adviser during their sophomore year or early in their junior year.

Students primarily interested in Latin American literature may wish to consult the major programs available in the Department of Spanish and Portuguese.

Basis: HST 260 and HST 261.

Other Requirements:

1. Two courses in Spanish American literature usually SPN 260 and SPN 261. Advanced language students may replace one of these with a topics course, such as SPN 372 or SPN 373. A reading knowledge of Portuguese and/or one course related to Brazil is recommended.
2. Six semester courses (at the intermediate or advanced level) dealing with Spanish America and Brazil; at least two of the six must be in the social sciences (anthropology, economics, history, government, sociology); at least one 4-credit course must be in the arts (art history, dance, theatre, film); at least two of the six must be at the 300-level.

Approved courses for 2001–2003:

Anthropology

237 Native South Americans
Offered Spring 2002

Art

204 Pre-Columbian Arts
Offered Fall 2002

240 Current Issues in Latin American Art
Offered Spring 2003

Comparative Literature

268 Latina and Latin American Women Writers
Offered Spring 2002, Spring 2003

Dance

142 Comparative Caribbean Dance
Offered Fall 2001, Spring 2002

272 Dance and Culture
Offered Fall 2001

375 The Anthropology of Dance
Offered Spring 2002

Economics

211 Economic Development
Offered Fall 2001, Fall 2002

213 World Food System
Offered Spring 2002

318 Seminar: Latin American Economics
Offered Spring 2002

Government

216 Minority Politics
Offered Fall 2002

226 Latin American Political Systems
Offered Spring 2002

233 Problems in Political Development: Development and Democracy
Offered Spring 2003

307 Seminar in American Government
Topic: Latinos and Politics in the United States
Offered Fall 2002

324 Seminar in Comparative Government
Topic: Transitions to Democracy, Gender and Leadership
Offered Fall 2001

History

260 Colonial Latin America, 1492–1821
Offered Fall 2001, Fall 2002

261 National Latin America, 1821 to the Present
Offered Spring 2002, Spring 2003

263 Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History
Offered Fall 2002

361 Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present
Offered Spring 2002

Religion

239 Latina/Latino Religions
Offered Spring 2002

Sociology

SOC 213 Ethnic Minorities in America
Offered Spring 2002

SOC 214 Sociology of Hispanic Caribbean Communities in the United States
Offered Fall 2001

SOC 314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States
Offered Spring 2002

Spanish and Portuguese

POR 220 Brazilian Poetry and Performance
Offered Fall 2002

POR 221 Topics in Portuguese and Brazilian Literature and Culture. Topic: Brazil Times Five
Offered Spring 2002
Topic: Brazilian Cinema from Book to Screen
Offered Spring 2003

SPN 230 Topics in Latin American and Peninsular Literature. Topic: History of the Short Narrative
Offered Fall 2001, Fall 2002

SPN 240 "Performing Text: Magic Realism from Page to Stage"
Offered Spring 2002

SPN 245 Topics in Latin American Literature
Topic: Latin American Film as Visual Narrative
Offered Fall 2002

SPN 246 Topics in Latin American Literature
Topic: Literary Constructions of Afro-Cuban Identity
Offered Fall 2001
Topic: Negotiating the Borderlands: Text, Film, Music
Offered Spring 2002
Topic: Modern Amazonian Literature
Offered Spring 2003

SPN 260 Survey of Latin American Literature I
Offered Fall 2001, Fall 2002

SPN 261 Survey of Latin American Literature II
Offered Spring 2002, Spring 2003

SPN 370 Literary Genres in Latin America
Topic: (Dis)locations of Culture in the Contemporary Latin American Novel, 1967–97
Offered Fall 2001

SPN 371 Latin American Literature in a Regional Context
Topic: Central American Literature
Offered Fall 2001

SPN 373 Literary Movements in Spanish America
Topic: Mexico in its Revolutions
Offered Fall 2002

SPN 380 Advanced Literary Studies
Topic: Translating Poetry
Offered Spring 2002

The Minor in Latin American Studies

Requirements: six courses dealing with Latin America to be selected from anthropology, art, economics, government, history, and literature. They must include HST 260, HST 261, and SPN 260 or SPN 261, and at least one course at the 300 level.

Minor in Latino/a Studies

Requirements: six courses which must include the following: HST 260 or HST 261, SPN 260 or SPN 261, one other class on Latin America to be chosen from anthropology, art, economics, government, history, or literature; and three classes in Latino/a Studies to be chosen from CLT 268, GOV 216, GOV 307, SOC 214, SOC 314, or any other course in LAS, SPN, etc. dealing with Latino/a Studies. At least one of the six courses must be at the 300-level. Students may count one course in Latino/a Studies from another Five College institution towards the minor; students may also substitute a Spanish-language class at the 200 level for SPN 260/SPN 261.

Honors

Director: Marina Kaplan.

430d Thesis
8 credits
Full year course; offered each year

431 Thesis
8 credits
Offered Fall 2000

Admission by permission of the Latin American Studies Committee.

Requirements: the same as those for the major; a thesis proposal, preferably prepared during the second semester of the student's junior year and submitted for consideration no later than the end of the first week of classes the following September; a thesis and an oral examination on the thesis.

For Five-College Certificate in Latin American Studies see the description on page 376.

Logic

Visiting faculty and some lecturers are generally appointed for a limited term.

Co-Directors and Advisers
**[2] James Henle, Professor of Mathematics
Merrie Bergmann, Associate Professor of Computer Science
Jay Garfield, Professor of Philosophy

In this century, logic has grown into a major discipline with applications to mathematics, philosophy, computer science, linguistics, and cognitive science. The goal of the logic minor is to provide students with the tools, techniques, and concepts necessary to appreciate logic and to apply it to other fields.

100 Valid and Invalid Reasoning: What Follows from What?
Formal logic and its application to the evaluation of everyday arguments, the abstract properties of logical systems, the implications of inconsistency. Examples drawn from law, philosophy, economics, literary criticism, political theory, commercials, mathematics, psychology, computer science, off-topic debating, and the popular press. Deduction and induction, logical symbolism and operations, paradoxes, and puzzles. May not be taken for credit with PHI 202. **{M} WI** 4 credits
James Henle (Mathematics), Jay Garfield (Philosophy)
Offered Fall 2001

PHI 202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science, and linguistics. This course provides students with a basic background in the symbols, concepts, and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits
Albert Mosley
Offered Spring 2002

220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. **{M}** 4 credits
Jay Garfield
Spring 2002

404 Special Studies
4 credits
Offered both semesters each year

The Minor

Minors in logic, to be designed in consultation with a co-director, will consist of at least 20 credits including:

LOG 100 or PHI 202, but not both
MTH 153 or CSC 250
MTH 217 or PHI 220

Additional courses may be chosen from the following list:

CSC 111	Computer Science I
CSC 250	Foundations of Computer Science
CSC 270	Digital Circuits and Computer Systems
CSC 290	Introduction to Artificial Intelligence
CSC 294	Introduction to Computational Linguistics
LOG 404	Special Studies in Logic
MTH 153	Discrete Mathematics
MTH 217	Mathematical Structures
PHI 203	Topics in Symbolic Logic
PHI 220	Logic and the Undecidable
PHI 236	Linguistic Structures
PHI 322	Topics in Advanced Logic

Depending on the topic, the courses listed below may also be taken for logic minor credit:

CSC 390	Seminar in Artificial Intelligence
MTH 224	Topics in Geometry
MTH 238	Topics in Number Theory
MTH 343	Topics in Mathematical Analysis
MTH 350	Topics in the History of Mathematics
PHI 362	Seminar: Philosophy of Language

There are also courses at Five College institutions that may be acceptable, courses in linguistics and law, for example.

Marine Sciences

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

†[2] H. Allen Curran, Professor of Geology, *Co-Director*

**[2] Paulette Peckol, Professor of Biological Sciences, Co-Director

*[1] C. John Burk, Professor of Biological Sciences

L. David Smith, Assistant Professor of Biological Sciences

The marine sciences minor permits students to pursue interests in coastal and oceanic systems through an integrated sequence of courses in the natural and social sciences.

An introduction to marine sciences is obtained through completion of the two basis courses. Students then may choose to concentrate their further study principally on the scientific investigation of the oceans or on the policy aspects of ocean exploitation and management. Students should consult with one of the co-directors as early as possible in the course selection process.

Requirements: six courses, no more than three of which can be taken at other institutions, including three required courses as follows:

GEO 108 Oceanography; BIO 264 Marine Ecology (BIO 265 must be taken concurrently); a Special Studies or seminar course chosen in consultation with the minor adviser; and three elective courses from the following areas, only two of which may be counted in a major:

Biological Sciences

242 Invertebrate Zoology and required Concurrent Laboratory 243
260 Principles of Ecology and optional Concurrent Laboratory 261
338 Morphology of Algae and Fungi and required Concurrent Laboratory 339
350 Biogeography
356 Plant Ecology and required Concurrent Laboratory
357
364 Topics in Environmental Biology Coral Reefs: Past, Present and Future
400 Special Studies

Geology

231 Invertebrate Paleontology and Paleoecology
232 Sedimentology
270j Carbonate Systems and Coral Reefs of the Bahamas
311 Environmental Geophysics
355 Geology Seminar: Coral Reefs: Past, Present and Future

Social Sciences

ECO 224 Environmental Economics
GOV 243 International Law
GOV 254 Politics of the Global Environment
GOV 306 Politics and the Environment
GOV 347 The Political Economy of Oil
GOV 404 Special Studies
PPL 270 Global Marine Mammal and Fishery Policy
PPL 303 Public Policy for Marine and Coastal Resources

Five College Course Possibilities

Courses can be chosen with consultation and approval of minor advisers; examples would be (all UMass):

Biology 524s	Coastal Plant Ecology
Geology 591f	Marine Micropaleontology
Res EC 474s	Marine Resources Economics
Geography 391As	Coastal Resource Policy

Off-Campus Course Possibilities

Some students may elect to take two or three of their courses for the minor away from Smith College by participation in a marine-oriented, off-campus program. In recent years Smith students have been enrolled in the following programs:

Marine Biological Laboratory (Boston University Marine Program, fall semester) and Woods Hole Oceanographic Institution (summer)—Smith is an affiliate through the Five College Coastal and Marine Sciences Program; Williams/Mystic Seaport Program (Smith is an affiliate); SEA Semester; Duke University Marine Laboratory, Semester and Summer Program; marine programs of School for Field Studies, and Shoals Marine Laboratory.

Mathematics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†[1] Marjorie Lee Senechal, Ph.D.
James Joseph Callahan, Ph.D.
†[1] Michael O. Albertson, Ph.D.
David Warren Cohen, Ph.D., *Chair*
**[2] James M. Henle, Ph.D.

Associate Professors
Patricia L. Sipe, Ph.D.
Katherine Taylor Halvorsen, D.Sc.
Pau Atela, Ph.D.
Ruth Haas, Ph.D.

Assistant Professors
Yung-Pin Chen, Ph.D.
Leanne Robertson, Ph.D.
†[2] Christophe Golé, Ph.D.

Instructor
Matthew Auth, M.A.

Senior Lecturer
Mary Murphy, M.A.T.

A student with three or four years of high school algebra (the final year may be called analysis, precalculus, trigonometry, functions, or AP mathematics) but no calculus, will normally enroll in Calculus I (111). A student with a year of calculus will normally enroll in both Discrete Mathematics (153) and Calculus: Effective Computation and Power Series (114) in her first year. If a student has a year of BC calculus, she may omit Calculus: Effective Computation and Power Series.

A student with two years of high school algebra should enroll in Elementary Functions (102). This course provides a solid basis for calculus and some of our majors start here. A student who has not studied mathematics for an extended period of time should consult Mary Murphy.

Discovering Mathematics (105) and Statistical Thinking (107) are intended for students not (at the time) considering majors in mathematics, sciences and engineering, or economics.

A student who chooses to accelerate and who has a score of 4 or 5 on the AB Calculus Examination can receive 4 credits, providing she does not take 111 or 112 for credit. If she has a score of 4 or 5 on the BC Examination she can receive 8 credits, providing she does not take 111, 112, or 114 for credit. She can receive credit for at most one of these examinations. A student who has a score of 4 or 5 on the AP Statistics Examination can receive 4 credits, providing she does not take 107 or 245 for credit.

A student who has completed the HL version of the International Baccalaureate or the A-levels should begin in MTH 214.

Students who are considering a major or minor in mathematics are encouraged to talk with members of the department.

For further information about the mathematics program, consult *A Guide to Mathematics at Smith* (available from department members and at our Web site, www.math.smith.edu).

EDP/QSK 101 Quantitative Skills
This course is for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. (E) **{M}** 4 credits
Jennifer Innes
Offered Fall 2001

102 Elementary Functions
Linear, polynomial, exponential, logarithmic, and trigonometric functions; graphs, mathematical models, and optimization. For students who need additional preparation before taking calculus or quantitative courses in scientific fields, economics, government, and sociology. Also recommended for students planning to teach in elementary school or middle school. **{M} WI** 4 credits
Mary Murphy
Offered Fall 2001, Fall 2002

105 Discovering Mathematics
Mathematics as Art.
Mathematics has many of the characteristics of art: abstraction, creativity, insight, character, and its own highly developed aesthetic. With this premise, we will attempt to understand the place of mathematics among the arts by asking questions such as: What is Baroque mathematics? What is Classical mathematics? What is Romantic mathematics? Is mathematics a performing art? Is it a decorative art? Is it closer in feeling to music? Painting? Architecture? Gastronomy? What in mathematics might correspond to Minimalism, Pop, Punk, or New Age art? **{M}** 4 credits
James Henle
Offered Spring 2002

107 Statistical Thinking
An introduction to statistics that teaches broadly relevant concepts. Students from all disciplines are welcome. Topics include graphical and numerical methods for summarizing data; binomial and normal probability distributions; point and interval estimates for means and for proportions; one- and two-sample tests for means and for proportions; principles of experimental design. The class meets in a computer lab and emphasizes using the computer for analysis of data. We will design our own experiments, collect and analyze the data, and write reports on our findings. Prerequisite: high school algebra. **{M}** 4 credits
Katherine Halvorsen
Offered Fall 2001, Fall 2002

111 Calculus I
Rates of change, differential equations and their numerical solution, integration, differentiation, and the fundamental theorem of the calculus. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. **{M}** 4 credits
Members of the department
Offered both semesters each year

112 Calculus II
Applications of the integral, dynamical systems, infinite series, and approximation of functions. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Prerequisite: 111 or the equivalent. **{M}** 4 credits
Members of the department
Offered both semesters each year

114 Calculus: Effective Computation and Power Series
Power series and convergence, differential equations, difference equations, dynamical systems: numerical methods and qualitative analysis. The scientific context of calculus is emphasized, and computers are used in classes and laboratories. Intended for students who have had a year of calculus elsewhere. Students may not receive credit for both 114 and 112. **{M}** 4 credits
James Callahan, Matthew Auth
Offered both semesters each year

153 Introduction to Discrete Mathematics
An introduction to discrete (finite) mathematics with emphasis on the study of algorithms and on applications to mathematical modeling and computer science. Topics include sets, logic, graph theory, induction, recursion, counting, and combinatorics. **{M}** 4 credits
Yung-Pin Chen, Patricia Sipe
Offered both semesters each year

204 Differential Equations and Numerical Methods in Engineering
An introduction to the computational tools used to solve mathematical and engineering problems such as error analysis, root finding, linear equations, optimization, ordinary and partial differential equations. Prerequisites: MTH 112 or MTH 114 or permission of the instructor. **{M}** 4 credits
Christophe Golé, Pau Atela
Offered Spring 2002, Spring 2003

211 Linear Algebra
Vector spaces, matrices, linear transformations, systems of linear equations. Applications to be selected from differential equations, foundations of physics, geometry, and other topics. Prerequisite: 112 or the equivalent, or 111 and 153; 153 is suggested. {M} 4 credits
David Cohen, Christophe Golé, Fall 2001
Leanne Robertson, Patricia Sipe, Spring 2002
Offered both semesters each year

212 Calculus III
Theory and applications of limits, derivatives, and integrals of functions of one, two and three variables. Curves in two- and three-dimensional space, vector functions, double and triple integrals, polar, cylindrical, spherical coordinates. Path integration and Green's Theorem. Prerequisites: 112 and 211. 211 may be taken concurrently. {M} 4 credits
Matthew Auth, Fall 2001
James Henle, Spring 2002
Offered both semesters each year

214 Linear Algebra and Multi-variable Calculus
Vector spaces, linear transformations, eigenvalues, the calculus of multi-variable functions, path integration, and Green's Theorem. Additional topics from differential equations, optimization, and applications to physics, economics, etc. {M} 4 credits
Patricia Sipe
Offered Fall 2001, Fall 2002

222 Differential Equations
Theory and applications of ordinary differential equations. Prerequisites: 211, and 212; 212 may be taken concurrently. {M} 4 credits
Matthew Auth
Offered Spring 2002, Spring 2003

224 Topics in Geometry
The Geometry of Light.
{M} 4 credits
James Callahan
Offered Fall 2001

225 Advanced Calculus
Functions of several variables, vector fields, divergence and curl, critical point theory, implicit functions, transformations and their Jacobians, theory and applications of multiple integration, and the theorems of Green, Gauss, and Stokes. Prerequisites: 211 and 212, or permission of the instructor. {M} 4 credits
Christophe Golé
Offered: Spring 2002

227 Topics in Modern Mathematics
Mathematical Sculptures.
The goal of the course is to create large mathematical sculptures made of metal strips or other appropriate materials for outdoors which represent mathematically interesting surfaces. The surface will first be modeled on the computers in the visualization laboratory that is equipped with high-powered workstations specialized in three-dimensional computer visualization. Students will then work with the college's machine shop to actually build the surface. Topics covered: elements of computer visualization of three-dimensional objects; rotations in 3-space; theory of curves and surfaces. Prerequisites: Calculus III (MTH 212) or permission of the instructor. (No computer skills will be assumed as prerequisite.) {M} 4 credits
Pau Atela
Offered Spring 2002

233 An Introduction to Modern Algebra
An introduction to the concepts of abstract algebra, including groups, quotient groups, rings, and fields. Prerequisites: 112 or the equivalent, and 211, or permission of the instructor. {M} 4 credits
Ruth Haas
Offered Fall 2001, Fall 2002

238 Topics in Number Theory
The integers, prime numbers, congruences, Diophantine problems, arithmetical functions.
Applications will be drawn from computing, cryptography, and coding theory. Prerequisite: 153, 211, or permission of the instructor. {M} 4 credits
Leanne Robertson
Offered Spring 2002

243 Introduction to Analysis
The topological structure of the real line, compactness, connectedness, functions, continuity, uniform continuity, sequences and series of functions, uniform convergence, introduction to Lebesgue measure and integration.

Prerequisites: 211 and 212, or permission of the instructor. {M} 4 credits
David Cohen
Offered Fall 2001

245 Introduction to Probability and Statistics
An application-oriented introduction to statistical inference: descriptive statistics; random variables; bionomial and normal probability distributions; sampling distributions; point and interval estimates; standard parametric and nonparametric hypothesis tests; type I and type II test errors; correlation; and regression. A wide variety of applications from the sciences and social sciences will be used. Classes meet for lecture/discussion and for a required laboratory. Laboratories emphasize computer analysis of real data. Students choose between a lab for biology majors and a lab for all other majors. Prerequisite: 111, or 153, or one year of high school calculus, or permission of the instructor. Lab sections limited to 24. {M} 4 credits
Katherine Halvorsen, Virginia Hayssen (Biological Sciences)
Offered Spring 2002, Spring 2003

246 Probability
An introduction to probability, including combinatorial probability, random variables, discrete and continuous distributions. Prerequisites: 153 and 212, or permission of the instructor. {M} 4 credits
Yung-Pin Chen
Offered Fall 2001, Fall 2002

247 Statistics: Introduction to Regression Analysis
The analysis of data using linear models. Applications of least squares theory including regression, analysis of variance. Prerequisites: 211 and one of the following: 107, 245, ECO 190, SSC 190, PSY 113. {M} 4 credits
Katherine Halvorsen
Offered Fall 2002

248 Design of Experiments
An introduction to statistical methods needed for scientific research, including planning data collection and data analyses that will provide evidence about a research hypothesis. The course emphasizes the following basic designs: completely randomized factorial designs, randomized blocks, and split-plot/repeated measure designs. It will include one-way and two-way analyses of variance, interactions, contrasts, multiple comparisons, and graphical methods. Statistical software will be used for data analysis. Prerequisites: MTH 245, or a score of 4 or 5 on the AP Statistics examination, or the equivalent. {M} 4 credits
Katherine Halvorsen
Offered Fall 2001

254 Combinatorics
Enumeration, including recurrence relations and generating functions. Special attention paid to binomial coefficients, Fibonacci numbers, Catalan numbers, and Stirling numbers. Combinatorial designs, including Latin squares, finite projective planes Hadamard matrices and block designs. Necessary conditions and constructions. Error correcting codes. Applications. Prerequisites: 153 and 211 or permission of the instructor. {M} 4 credits
To be announced
Offered Spring 2003

255 Graph Theory
The course will begin with the basic structure of graphs including connectivity, paths, cycles, and planarity. We will proceed to study independence, stability, matchings and colorings. Directed graphs and networks will be considered. In particular, some optimization problems including maximum flow will be covered. The material will include theory and mathematical proofs as well as algorithms and applications. Prerequisites: MTH 153 and 211 or permission of the instructor. {M} 4 credits
Ruth Haas
Offered Spring 2002

264 Topics in Applied Mathematics
{M} 4 credits
Offered: to be determined

270 Introduction to Numerical Methods
Application of numerical methods to power series, roots of equations, simultaneous equations, numerical integration, and ordinary differential equations. Prerequisites: 211, and some knowledge of a computer language. {M} 4 credits
Offered: to be determined

298 Dialogues in Mathematics
This course gives students the opportunity to listen to, understand, and write or give presentations

about various mathematical topics. The class will include lectures on a wide variety of topics. These lectures will be open to all students and faculty. Prerequisites: MTH 211, 212, and two additional mathematics courses at the 200 level. The course may be repeated for credit once. This course is graded S/U only. {M} 2 credits
Patricia Sipe
Offered both semesters each year

307 Topics in Mathematics Education
Topic: To be announced. Prerequisite: 112, 153, or permission of the instructor. {M} 2 credits
James Henle
Offered Spring 2002, Spring 2003

333 Topics in Abstract Algebra
Topic: To be announced. Prerequisite: 233. {M} 4 credits
Ruth Haas
Offered Spring 2002, Spring 2003

342 Topics in Topology and Geometry
Topic: To be announced. {M} 4 credits
To be announced
Offered Fall 2002

343 Mathematical Analysis
Introduction to Hilbert space and quantum logic. Hilbert space, function spaces and dual spaces, subspace lattices. We will see how these structures are used to investigate the infinite dimensional world of modern physics, including quantum physics and the uncertainty principle. No background in physics is expected. {M} 4 credits
David Cohen
Offered Spring 2002

346 Seminar: Mathematical Statistics
An introduction to the mathematical theory of statistics and to the application of that theory to the real world. Topics include random variables, special distributions, introduction to the estimation of parameters and hypothesis testing. Prerequisites: 212 and 246. {M} 4 credits
To be announced
Offered Spring 2003

353 Advanced Topics in Discrete Applied Mathematics
Complexity Theory.
Good versus bad algorithms, easy versus intractable problems. The complexity classes P, NP and an investigation of NP-Completeness. The algorithms will be drawn from number theory, linear algebra, combinatorics and graph theory, and computer science. Alternates with MTH 364a. Prerequisites: 211, 212, 253 or permission of the instructor. {M} 4 credits
Michael Albertson
Offered Spring 2003

364 Advanced Topics in Continuous Applied Mathematics
Dynamical Systems.
An introduction to discrete and continuous dynamical systems. Special emphasis on geometric and qualitative techniques; systems in one, two, and three dimensions; vector field and flows. Bifurcations of vector fields and classification of linear vector fields. Poincare maps and iteration theory; interval maps; circle maps. Periodicity, stability, attractors, fractal boundaries and "chaos." The Mandelbrot set. {M} 4 credits
Christophe Golé
Offered Fall 2002

400 Special Studies
By permission of the department, for majors who have had at least four semester courses at the intermediate level. 1–4 credits
Offered both semesters each year

Cross-Listed Courses

CSC 250 Foundations of Computer Science

PHI 202 Symbolic Logic

PHI 203 Topics in Symbolic Logic

PHI 220 Logic and the Undecidable

PHY 211 Mathematical Methods of Physical Sciences and Engineering II

QSK 101 Quantitative Skills

The Major

Advisers: Michael Albertson, Pau Atela, James

Callahan, David Cohen, Christophe Golé, Ruth Haas, Katherine Halvorsen, James Henle, Patricia Sipe.

Adviser for Study Abroad: To be announced.

Requirements: The mathematics major has an entryway requirement, a colloquium requirement, and a total credit requirement. The entryway requirement consists of MTH 153, MTH 211, and MTH 212. An exceptionally well prepared student might place out of some of these. The core requirement is one course in algebra (MTH 233 or MTH 238) and one course in analysis (MTH 225 or MTH 243). The colloquium requirement is four credits (two semesters) of MTH 298. Students wishing to concentrate in statistics may substitute MTH 346 for the algebra requirement. A concentration in statistics consists of completing the four courses: MTH 245, MTH 246, MTH 247, and MTH 346.

A total of 40 credits is required for the major. At most eight of these credits can be at the 100 level. With the approval of the department, up to eight credits can be replaced by twice that number in courses from other departments or programs provided that such courses contain substantial mathematical content and the student completes a major or minor in the corresponding department or program. To determine how much credit any course taken at another institution can be counted towards her math major, a student should consult with her adviser.

Normally, all courses that are counted towards either the major or minor must be taken for a letter grade.

The Minor

The minor in mathematics consists of 211 plus 16 other credits selected from any one of the groups below. In the applied mathematics minor, four of the credits may be replaced by eight credits from the list in the description of major requirements found above.

Applied Mathematics Minor

153, 212, 222, 225, 233, 243, 245, 246, 247, 254, 255, 264, 270, 325, 346, 353, 364, PHY 211.

Discrete Mathematics Minor

153, 270, PHI 220, 233, 238, CSC 250, 254, 255, 333, 353.

Algebra-Analysis-Geometry Minor

153, 212, 217, PHI 220, 224, 233, 238, 243, 325, 333, 342, 343.

Statistics Minor

212, 245, 246, 247, 346.

Some courses, including topics courses and Special Studies, might fall into different groups in different years depending on the material covered.

Honors

Director: Ruth Haas.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

432d Thesis
12 credits
Full-year course; offered each year

Requirements: in addition to the credits required for the major, students must take 431 or 432d (for either eight or twelve credits) in the senior year.

Directed reading, exposition, and a thesis. The topic of specialization should be chosen in consultation with the director during the junior year or at the beginning of the senior year.

Examination: in addition to the requirements for the major, each honors student must take an oral examination in the area of her honors thesis.

Graduate

580 Special Studies in Topology and Analysis
4 credits
Offered both semesters each year

581 Special Studies in Modern Geometry
4 credits
Offered both semesters each year

582 Special Studies in Algebra
4 credits
Offered Fall 2001

Medieval Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers and Members of the Medieval Studies Council

*[1,*2] Eglal Doss-Quinby, Professor of French Language and Literature

†[2] Alfonso Procaccini, Professor of Italian Language and Literature

Joachim Stieber, Professor of History

†[2] Nancy Mason Bradbury, Associate Professor of English Language and Literature

Brigitte Buettner, Associate Professor of Art, Director

*[2] Craig Davis, Associate Professor of English Language and Literature

Eric Graf, Assistant Professor of Spanish and Portuguese

Keith Lewinstein, Assistant Professor of History and of Religion and Biblical Literature

Vera Shevzov, Assistant Professor of Religion and Biblical Literature

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The interdepartmental major and minor in medieval studies provide students with an opportunity to study the civilization of medieval Europe from a multidisciplinary perspective. Subjects that belong today to separate academic disciplines were rarely so separated in the Middle Ages, and it is therefore appropriate that students be given an opportunity to bring these subjects together again. The great diversity of regional cultures in medieval Europe was balanced by a conscious attempt to hold to a unified view of the world that embraced religious and social ideals, Latin and vernacular literature, and music and the visual arts.

The medieval studies major and minor provide students with an opportunity to recreate for themselves, through courses in a variety of related disciplines, an understanding of the unity and of the diversity of European civilization in the Middle Ages. The medieval studies major and minor are designed so that they can form valuable complements to a major or minor in one of the participating departments.

The Major

Basis: Two semester courses in different departments, chosen from among the following: ART 130; ENG 200; FRN 253; HST 224 or 225; ITL 250; MUS 200; REL 110 (The Image and Body of Christ); SPN 250. If LAT 100d is taken, four credits may be counted toward the basis.

Latin Requirement: All medieval studies majors are expected to achieve a working knowledge of the Latin language. This requirement may be satisfied by taking at least one Latin course (for four credits) at the 200 level or above. If a student has no prior Latin or is insufficiently prepared for a 200-level course, she will take Latin 100d (for eight credits) in order to fulfill this requirement. All students are urged to continue Latin until they have taken at least one course at the 200 level.

Required Courses: A total of 8 semester courses from the list of approved courses below, excluding the basis and the Latin requirement. A minimum of two courses in medieval history are required. Normally, these should include HST 224 and HST 225, one of which may be taken as part of the basis (four credits) or both of which (eight credits) may be taken as part of the eight courses in the major (six distribution and two concentration) indicated below:

1. Distribution: six courses at the 200 level or above, distributed in four areas as follows: 1) medieval history (four credits); 2) medieval religion (four credits); 3) one course (four credits) in either medieval art or music; 4) two

courses (eight credits) in medieval language and/or literature, not necessarily taken in the same department: one course in classical Latin literature may be taken in fulfillment of this requirement; and one other course (four credits) in any of the disciplines above.

2. Concentration: two additional courses, including at least one at the 300 level, must be taken in one of the four areas listed above.

In addition to courses listed below, courses that are devoted to medieval material for at least eight weeks of the semester may be taken for credit in the major, upon petition to the Medieval Studies Council, provided that the student's principal written work deals with a medieval subject.

Students are advised to consult the current Five College Medieval Studies brochure when selecting their courses.

The Minor

Required Courses: Students who wish to qualify for a minor in medieval studies must demonstrate a basic working knowledge of Latin as defined in the Latin requirement and take five courses from the list of approved medieval studies courses at the 200 level or above: these courses must include at least one course in history (normally HST 224 or 225), one course in art or music, and one course in a medieval vernacular literature. One of the five courses should be a seminar or a comparable course at the 300 level. Three of the courses should deal with different aspects of the same time period and comprise together a meaningful examination of a segment of medieval civilization.

Latin Requirement: The Latin requirement for the minor is the same as for the major.

Approved courses for 2001–2003 are as follows:

Art

234 The Age of Cathedrals
240 Relics, Reliquaries, and Pilgrimage
321 Studies in Medieval Art: Representing the Other

Comparative Literature

279 Women Writers of the Middle Ages
309 Arthurian Literature of the Middle Ages

English

216 Chaucer
217 Old Norse
218 Norse Poetry and Prose

French

253 Medieval and Renaissance France
320 Topics in Medieval/Renaissance Literature

German

227 When Men Were Women: The Women's Role in Medieval German Lyric

History

224 The Early Medieval World, 300–900
225 The Making of Europe, 850–1350
227 Early English History
228 Religious Women in Medieval Society
229 Medieval Spain and Sicily
230 Europe from 1300–1530 and the Civilization of the Renaissance in Italy
290 Outcasts: Minorities in Medieval Society
291 The Plague of Justinian and the Black Death

Italian

250 Survey of Italian Literature
332d Dante: *Vita Nuova, Divina Commedia*

Latin

213 Virgil, *Aeneid*
330 Medieval Latin

Music

200 From Charlemagne to Bach

Religion and Biblical Literature

230 Christianity and Culture, I
231 The Spirit of Eastern Christianity

235 Jewish Spirituality: Philosophers and Mystics
275 The Islamic Tradition
378 The Making of Muhammad

Spanish and Portuguese

250 Survey of Medieval Spanish Literature

404 Special Studies
Admission by permission of the instructor and the Medieval Studies Council.
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

Honors

430d Thesis
Admission by permission of the Medieval Studies Council.
8 credits
Full-year course; offered each year

Requirements: the same as those for the major, except that the thesis (eight credits) shall count as one course (four credits) in the area of concentration. The subject of the thesis should, preferably, be determined during the second semester of the junior year. There shall be an oral examination on the thesis.

Music

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[2] William Petrie Wittig, Mus.M.
Ronald Christopher Perera, A.M.
§[2] Peter Anthony Bloom, Ph.D.
Donald Franklin Wheelock, M.Mus.
*[1] John Porter Sessions, Mus.M.
Richard Jonathan Sherr, Ph.D.
**[2] Monica Jakuc, M.S., *Chair*
Ruth Ames Solie, Ph.D.
**[2] Kenneth Edward Fearn, Mus.M.
Karen Smith Emerson, M.M.
**[1] Jane Bryden, M.M.

Associate Professors
†[1] Janet Lyman Hill, M.A.
Raphael Atlas, Ph.D.
**[1] Margaret Sarkissian, Ph.D.
Joel Pitchon, M.M.

Assistant Professors
Grant Russell Moss, D.M.A.
Steve Waksman, Ph.D.

Lecturers
Jonathan Hirsh, D.M.A.
Pamela Getnick, M.M.A.

Teaching Fellows
Julie Ayotte
Luna Woolf

Exemption from introductory courses required for the major may be obtained on the basis of Advanced Placement or departmental examinations.

Prospective majors are advised to take 110 and 111 in the first year and 200 and 201 in the sophomore year.

Introductory Courses

100 Colloquia
Colloquia are especially designed for those with no previous background in music. Limited to 20 students, they will emphasize class discussion and written work, which will be either music or critical prose as appropriate to the topic. Open to all students, but particularly recommended for first-year students and sophomores. 4 credits

Fundamentals of Music
An introduction to music notation and to principles of musical organization, including scales, keys, rhythm, and meter. Limited to beginners and those who did not place into 110. **{A}**
Ruth Solie, Donald Wheelock, Fall 2001
Ruth Solie, Spring 2002
Raphael Atlas, Fall 2002
Donald Wheelock, Spring 2003
Offered both semesters each year

Music, the Visual Arts, and the Media
An introduction to the components of music and an exploration of the many and varied relationships that exist among music, painting, dance, theatre, film, and television. **{A}**
William Wittig
Offered Fall 2001, Spring 2002, Spring 2003

Contemplating Opera
An introduction to opera through a close examination of selected works. Emphasis on the way composers respond to the dramatic action and characterization provided by a libretto. Operas to be studied will include *Carmen*, *Curlew River, Don Giovanni, Madama Butterfly, Porgy and Bess,*

Treemonisha, The Yellow Wallpaper. The work of the course will include viewing operas on videotape. **{A}**
Richard Sherr
Offered Fall 2001, Fall 2002

The Art of Listening
An introduction to music for audience members, dealing primarily with the standard classical repertory. How basic knowledge of composers, genres, and style periods—and the information conveyed on concert programs—can focus musical expectations and heighten understanding and enjoyment. Attendance at concerts will be stressed. **{A}**
Ruth Solie
Offered Fall 2001, Fall 2002

The Voice of the Courtesan and the Lover
A consideration of opera in France, from *Carmen* to *Pelléas et Mélisande*, via comparison of short literary works by Mérimée, Goethe, and Maeterlinck, among others, with musical compositions by Bizet, Massenet, and Debussy. No previous experience in music is required. An interlude will deal with the impact of Wagner and *Tristan* in the period extending from the 1870s to the First World War (the *belle époque*, or "good old days"). Students will view videos, listen to recordings, read critical essays, and prepare a series of short papers on such issues as characterization and impressionism in music. **{A} WI**
Peter Bloom
Offered Fall 2001

East Meets West: Mozart to World Beat
This course explores the growth of cross-cultural contact in western art and popular music. We will examine 18th- and 19th-century musical stereotypes of an imagined Orient, the effects of increased contact with non-Western musics in the 20th century, and the impact of Other musics on contemporary popular music (ranging from the Beatles' early exploration of Indian music to the recent "world beat" phenomenon) in order to consider issues of collaboration, appropriation, and musical colonialism. **{A}**
Margaret Sarkissian
Offered Fall 2002

Music and Gender in Cross-Cultural Perspective
Using non-Western case studies as points of departure, this course will explore the role of music in processes of socialization, segregation, and gender-based power relations. Although the readings will focus primarily on non-Western musics, contemporary manifestations of American popular music culture will also be considered. **{S/A} WI**
Margaret Sarkissian
Offered Spring 2003

Choral Music
An exploration of the role of choral singing in Western culture by means of a detailed study of selected choral masterpieces. The course will consist of detailed weekly listening and class discussions of the individual works, with particular attention being given to the sources and significance of the texts and to the broader context of the musical and religious traditions that produced them. **{A}**
Pamela Getnick, Jonathan Hirsh
Offered Spring 2002

Words and Music
An introduction to music through listening with an emphasis on the examination of words composers have chosen to set to music for song and stage. Knowledge of music notation not required. Some material will be chosen in accordance with student interests. **{A}**
Donald Wheelock
Offered Spring 2002

Music and Identity in Hollywood Films, 1960 to the Present
The course will explore how music functions in selected major Hollywood films of the past four decades, focusing specifically on how it helps to construct gender and nationality. Introductions to the history of film music and to film criticism. Films studied will include *Goldfinger, Star Wars, Top Gun*, and *Aladdin*.
Raphael Atlas
Offered Fall 2001

101 Introduction to World Music
A survey of selected musics, with an emphasis on interrelationships between music and society. Each unit will contain a general overview of the region,

detailed study of one or more genres, and a discussion of contemporary popular musics. **{A}** 4 credits
Margaret Sarkissian
Offered Fall 2001, Fall 2002

102 Classical and Popular Music and Art in the 20th Century
An introduction to music and art designed specifically for those with no previous training, with special emphasis on African-American traditions, spirituals, rags, blues, and their incorporation into classical style. Enrollment limited to 20. **{A}** 4 credits
William Wittig
Offered Fall 2001

103 Sight-Singing
Instruction and practice in singing intervals, rhythms, and melodies, in interpreting time and key signatures, and in acquiring other aural skills essential to basic musicianship. Recommended background: a basic knowledge of pitch and rhythmic notation. Enrollment limited to 12. **{A}** 1 credit
Pamela Getnick
Offered Fall 2001, Fall 2002

105 Roll Over Beethoven: A History of Rock
This course will provide a critical survey of rock music, tracing the music's development from blues and blackface minstrelsy to heavy metal, grunge, and techno. Emphasis throughout will be placed upon understanding musical developments in the context of American race and gender relations and the politics of youth cultures in the United States. Topics to be covered include Elvis Presley as minstrel; Jimi Hendrix and the blues; women performers in rock; heavy metal and masculinity; and the (supposed) death of rock 'n' roll. Pending approval of the Committee on Academic Priorities. **{H/A}**
Steve Waksman
Offered Fall 2001

PHY 107 Musical Sound

110 Analysis and Repertory
An introduction to formal analysis and tonal harmony, and a study of familiar pieces in the standard musical repertory. Regular written exercises in harmony and critical prose. One hour of ear training per week outside of class. Prerequisite: satisfactory performance on a placement test or completion of Fundamentals of Music. **{A}** 4 credits
Ronald Perera, Donald Wheelock, Fall 2001
Raphael Atlas, Ruth Solie, Fall 2002
Offered Fall 2001, Fall 2002

111 Analysis and Repertory
A continuation of 110. Prerequisite: 110 or permission of the instructor. **{A}** 4 credits
Ruth Solie
Offered Spring 2002, Spring 2003

Intermediate and Advanced Courses

200 From Charlemagne to Bach
An introduction to the principal styles and monuments of Western music from the Middle Ages to the mid-18th century. Open to all students (including first-year students) who have had some previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Richard Sherr
Offered Fall 2001, Fall 2002

201 Music from the Pre-Classic to the Post-Modern
A historical survey of the principal styles and monuments of Western music from the time of Haydn and Mozart to the time of Stravinsky and beyond. Open to all students (including first-years) who have had previous musical experience or who have obtained permission of the instructor. **{H/A}** 4 credits
Peter Bloom
Offered Spring 2002

210 Advanced Tonal Analysis
Advanced study of tonal music through analysis and composition. Prerequisite: 111 or permission of the instructor. Offered in alternate years. **{A}** 4 credits
Raphael Atlas
Offered Spring 2002

211 Tonal Counterpoint
Principles of two- and three-part counterpoint with reference to such categories as the chorale prelude, invention, canon, and fugue. Ear training, analysis, and practice in contrapuntal writing. Prerequisite: 111 or permission of the instructor. Offered in alternate years. **{A}** 4 credits
Raphael Atlas
Offered Spring 2003

212 Analysis and Repertory: 20th Century
Study of major developments in 20th-century music. Writing and analytic work including non-tonal harmonic practice, serial composition, and other musical techniques. Prerequisite: 111 or permission of the instructor. **{A}** 4 credits
Raphael Atlas, Fall 2001
Donald Wheelock, Fall 2002
Offered Fall 2001, Fall 2002

220 Area Studies in Ethnomusicology
4 credits

East Asia
An introduction to the musical cultures of China, Japan, and Korea. After a preliminary overview of the region, selected solo, ensemble, and theatrical genres from each country will be examined. While no knowledge of Western music theory is required, students will study some local forms of notation. **{A}**
Margaret Sarkissian
Offered Fall 2001

Insular Southeast Asia
This course focuses on the so-called "gong-chime cultures." Although there will be strong emphasis on the cultures and musics of Indonesia (especially Java and Bali), other areas will be considered as time permits. While no knowledge of Western music theory is required, students will study indigenous forms of musical notation and will gain practical experience of Central Javanese gamelan music. **{A}**
Margaret Sarkissian
Offered Spring 2003

AAS 222 Introduction to African American Music: Gospel, Blues, Jazz

223 Topics in Performance
The Piano Sonatas of Beethoven
An introduction to performance practices and problems in Beethoven's piano sonatas through a combined practical and scholarly approach to selected works. Admission by permission of the instructor. **{A}** 4 credits
Kenneth Fearn
Offered Fall 2001

233 Composition
Basic techniques of composition, including melody, simple two-part writing, and instrumentation. Analysis of representative literature. No previous composition experience required. Prerequisite: 110 or permission of the instructor. **{A}** 4 credits
Ronald Perera, Fall 2001
Offered Fall 2001, Fall 2002

235 Music and Technology
An introduction to the use of technology in the notation, recording, research, and instruction in music. Though the course will contain a historical overview and consider the broader implications of technology and music, it will primarily focus in a practical way on the following types of applications: music editing and publishing; digital signal processing and sound editing; multimedia and instructional software; music on the World Wide Web. Enrollment limited to 8. Prerequisite: basic computer literacy, the ability to read music, and permission of the instructor. **{A}** 4 credits
Kenneth Fearn
Offered Spring 2003

251 The History of the Opera
History of the form from its inception to the present, with emphasis on selected masterworks. **{H/A}** 4 credits
Richard Sherr
Offered Spring 2002, Spring 2003

303 Music of the Renaissance
Sacred and secular music in Western Europe during the 15th and 16th centuries. Prerequisite: 200 or permission of the instructor. **{H/A}** 4 credits
Richard Sherr
Offered Spring 2003

305 Music of the High Baroque
Bach, Handel, and their contemporaries. Prerequisite: 200 or permission of the instructor. **{A}** 4 credits
Richard Sherr
Offered Spring 2002

306 Mozart
A study of the development and perfection of the classical style in the string quartets and piano concertos of Wolfgang Amadeus Mozart. Prerequisite: 201 or permission of the instructor. **{A}** 4 credits
Peter Bloom
Offered Fall 2001

308 Music in the 19th Century
After Beethoven. Did composers suffer the anxiety of influence in the wake of Beethoven's symphonic achievement? This course will investigate what has been called the "crisis" of the symphony in the 19th century by considering from analytical and historical points of view selected works of Schubert, Berlioz, Mendelssohn, Schumann, Brahms, and Mahler. Prerequisite: 201 or permission of the instructor. **{H/A}** 4 credits
Peter Bloom
Offered Spring 2002

310 Seminar in Contemporary Music
Schoenberg, Debussy, and the New Music. **{A}** 4 credits
John Sessions
Offered Fall 2002

325 Writing About Music
An opportunity for intensive work on disciplinary writing, including prose style, tone, and mechanics, in a workshop format. At the same time the class will study many genres of published writing on music—from daily journalism to academic essays—covering a variety of musical repertories and performance contexts. Prerequisite: any 300-level course in music, or permission of the instructor. **{A}** 4 credits
Ruth Solie
Offered Spring 2003

331 Topics in Theory
Topic: To be announced. **{A}** 4 credits
Raphael Atlas, Spring 2002
Donald Wheelock, Fall 2002
Offered Spring 2002, Fall 2002

341 Seminar in Composition
Prerequisite: a course in composition. Admission by permission of the instructor. May be repeated for credit. **{A}** 4 credits
Donald Wheelock
Offered Spring 2002, Spring 2003

345 Electro-Acoustic Music
Introduction to musique concrète, analog synthesis, digital synthesis and sampling through practical work, assigned reading, and listening. Enrollment limited to eight. Admission by permission of the instructor. Prerequisites: a semester course in music theory or composition and permission of the instructor. Offered in alternate years. **{A}** 4 credits
Daniel Warner
Offered Fall 2002

400 Special Studies
In the history of music, world music, composition, or in the theory or analysis of music. By permission of the department, for juniors and seniors. 1 to 4 credits
Offered both semesters each year

Graduate Courses

Requirements for the master of arts degree in music are listed on p. 57 of the catalogue.

All graduate seminars are open to seniors by permission of the instructor.

Adviser: Ruth Solie.

510 Seminar in Contemporary Music
Webern and his successors. **{A}** 4 credits
John Sessions
Offered Fall 2001

580 Special Studies
4 credits
Offered both semesters each year

580d Special Studies
8 credits
Full-year course; offered each year

590 Research and Thesis
4 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Performance

Admission to performance courses is determined by audition. To the extent that places in performance courses are available, students are accepted on the basis of musicianship, competence, and potential ability. There are fees for all courses involving individual instruction.

When no instructor for a particular instrument is available at Smith College, or when no place is available on the roster of a Smith College performance instructor, every effort will be made to provide qualified students with qualified instructors from the Five College community. Such arrangements may require Smith students to travel to other valley colleges.

Courses in performance normally require one hour of individual instruction per week. Students taking four-credit courses for the year in performance are expected to practice a minimum of one hour a day; those taking eight-credit courses for the year in performance, two hours a day. Two performance courses may not be taken concurrently without permission of the department. This restriction does not apply to chamber music or conducting.

First- and second-year courses in performance must be taken above a regular program—that is, eight four-credit courses per year—and are counted as four-credit courses for the year. Exception: a sophomore who plans a music major may, with the permission of the department, elect the second-year course in performance within a 32-credit program for eight credits for the year.

Third- and fourth-year courses in performance may be taken within a regular program as an eight-credit course for the year, with the permission of the instructor, or above a regular program as either an eight-credit or a four-credit course for the year. While all performance students are urged concomitantly to study music in the classroom, those who wish to continue individual instruction beyond the first- and second-year courses must take either Fundamentals of Music (Music 100), or 110 *and* either Music 200 or 201 during their years at Smith College. It is recommended that these courses be taken prior to the junior year.

A minimum grade of B or permission of the instructor is required for admission to courses in performance beyond the first year of study.

No more than 24 credits earned in courses in performance may be counted toward graduation.

Auditions must be scheduled with the secretary of the department upon arrival on campus. Singers, pianists, and other instrumentalists will be expected to perform one or more works of their own choice. Courses in organ are not normally open to first-year students, but those who demonstrate proficiency in piano may receive permission to register for organ in the first year.

Registration for performance courses takes place at the department office (as well as with the registrar), and is tentative until audition results are posted.

Undergraduate performance courses carry the following numbering sequence, credits, and section letters:

914d {A}	4 credits, first year of performance study
924d {A}	4 credits, second year of performance study
928d {A}	8 credits, music majors in second year of performance study who, with their teacher's permission, wish to study for full credit. Prerequisite: MUS 914d.
930d {A}	Advanced level for variable credit (4 or 8 credits). Can be repeated once. Prerequisite: MUS 924d or 928d.
950d {A}	Graduate level for variable credit (4 or 8 credits). Can be repeated once. No prerequisite.

A Piano
B Organ
C Harpsichord
D Voice
E Violin
F Viola
G Violoncello
H Double Bass
I Viola da Gamba
J Flute
K Recorder
L Oboe
M Clarinet
N Bassoon
O French Horn
P Trumpet
Q Trombone
R Tuba
S Percussion
T Guitar
U Lute
V Harp
W Other Instruments

Piano. *Monica Jakuc, Kenneth Fearn.*

Organ. Prerequisite: piano 914d (A) or the equivalent. *Grant Moss.*

Harpsichord. Prerequisite: piano 914d (A) or permission of the instructor. *Grant Moss.*

Voice. *Karen Smith Emerson, Jane Bryden.*

Violin. *Janet Hill, Joel Pitchon.*

Viola. *Janet Hill.*

Violoncello. *John Sessions.*

Double Bass. (UMass).

Viola da Gamba. *Alice Robbins.*

Wind Instruments. *William Wittig,* flute; *Karen Hosmer,* oboe; *Lynn Sussman,* clarinet; (UMass), bassoon; *Emily Samuels,* recorder.

Brass Instruments. (UMass).

Percussion. (UMass).

Guitar. *Phillip de Fremery* (Mount Holyoke).

Lute. *Robert Castellano.*

Other Instruments.

901 Music Ensembles

Chamber Music Ensemble
Open on a limited basis to qualified students who are studying their instruments. This course requires a one-hour lesson and three hours of practice per week. May be repeated. Permission of the instructor required. **{A}** 1 credit
Janet Hill, Joel Pitchon, Members of the department
Offered both semesters each year

903 Conducting
Baton technique, score reading, problems of conducting choral and instrumental ensembles. Ability to read bass and treble clef required. May be repeated for credit. Admission by permission of the instructor. **{A}** 2 credits
Jonathan Hirsh, Pamela Getnick
Offered Spring 2002

Karen Smith Emerson
Offered Interterm 2001

974 Topics in Piano
This course is designed for students who wish to improve their keyboard skills as a support for their classroom and other work in music. Preference will be given to music majors and minors. It will combine work in the electronic piano classroom with private or semi-private study and will integrate performance with readings, listening, and written work. Permission of the instructor required. Enrollment limited to 7. **{A}**
4 credits
Deborah Gilwood
Offered Fall 2001

Graduate Performance Courses

Graduate performance courses carry the following numbering sequence, credits, and section letters:

950d **{A}** Graduate level for variable credit (4 or 8 credits). Can be repeated once. No prerequisite.

The same principles, conventions, and section letters apply to graduate performance courses as to undergraduate performance courses.

Piano
Organ
Harpsichord
Voice
Violin
Viola
Violoncello
Viola da Gamba
Wind Instruments
Other Instruments

Smith College Orchestra
A symphony orchestra open to Smith students, Five-College students, and community members. The orchestra gives one concert each semester and performs at annual events such as POPS!, Autumn Serenade, and Christmas Vespers. Rehearsals on Tuesday evenings.
Jonathan Hirsh, Conductor

Smith College Gamelan Ensemble
One concert each semester. Open (subject to available positions) to Smith students, students at the other four colleges, faculty, and staff. No prior experience necessary. Rehearsals on Wednesday evenings.
Sumarsam and Margaret Sarkissian, Directors

Choral Ensembles

The Choral Program at Smith includes four ensembles. Each ensemble performs annually at POPS!, Autumn Serenade, Christmas Vespers, and at college events such as Convocation, Rally Day and Chapel services. All the ensembles perform a varied repertoire including classical, world music, popular songs, and Smith songs. At least once each year, the Glee Club, and occasionally the College Choir and Chorale, performs a major work with a visiting Men's Glee Club, orchestra and soloists. In alternate years, the Chamber Singers perform on tour in the United States and abroad.

Glee Club: open by audition to sophomores, juniors, seniors, Ada Comstock Scholars, and graduate students. Rehearsals on Monday and Wednesday afternoons.
Jonathan Hirsh, Conductor

College Choir: open by audition to first-year students only. Members are expected to be able to read music. Rehearsals on Monday afternoon and Wednesday evening.
Pamela Getnick, Conductor

Chamber–Singers: open to selected members of the Choral ensembles by audition. Rehearsals Friday 1–3 p.m. Normally offered in alternate years.
Jonathan Hirsh, Conductor

Chorale: open by audition to all classes and Ada Comstock Scholars. Rehearsals on Monday evenings and Wednesday afternoons.
Pamela Getnick, Conductor

The Five College Collegium and Early Music at the Five Colleges

The Five College Early Music Program seeks to provide educational and musical experience for those interested in the instrumental and vocal music of the Middle Ages, the Renaissance, and the baroque period. An extensive collection of medieval, Renaissance, and baroque instruments is available to students for study and performance, and there are large holdings in the music libraries of the Five Colleges. Students may participate in the Five College Collegium (open by audition), may join ensembles organized on the various campuses, and may take, for a fee, individual and noncredit group instruction. Smith students should contact Jane Bryden, Emily Samuels, or Alice Robbins for further details.

The Major

Advisers: Members of the Department.

Adviser for Study Abroad: Peter Bloom.

Basis for the major: 110, 111, 200, 201, and 101 or 220.

Requirements: 11 semester courses: 110, 111, 200, 201, 101 or 220; two further courses in music theory, analysis, or composition; two further courses in music history; and two further classroom courses above the 100-level (under certain circumstances a colloquium may be substituted for one of these). Majors are reminded that they may take a graduate seminar in the senior year.

Foreign languages: students are urged to acquire some knowledge of German, French, and Italian.

Students who are contemplating graduate work in music should consider taking 210 and any seminar.

The Minor

Advisers: Members of the Department.

Basis: 110, 111, 200 or 201.

Requirements: six semester courses: 110, 111, 200 or 201, and three further classroom courses of which at least one should be above the 100-level and of which at least one should be a course or colloquium dealing with non-Western music.

Honors

Director: Peter Bloom.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Requirements: students will fulfill the requirements of the major and, in the senior year, elect at least one graduate seminar. Students will also present a thesis (430d or 431) or a composition normally equivalent to eight credits. Examination: students will take an oral examination on the subject of the thesis.

Neuroscience

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Margaret E. Anderson, Professor of Biological Sciences, Director

**[2] Virginia Hayssen, Professor of Biological Sciences

**[2] Stylianos Scordilis, Professor of Biological Sciences

David Bickar, Associate Professor of Chemistry

Stefan Bodnarenko, Associate Professor of Psychology

Mary Harrington, Associate Professor of Psychology

Other Participating Faculty

Adam C. Hall, Assistant Professor of Biological Sciences

Richard Olivo, Professor of Biological Sciences

Betty McGuire, Adjunct Assistant Professor of Biological Sciences

Beth Powell, Lecturer in Psychology

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200 Experimental Methods in Neuroscience

A laboratory course exploring anatomical research methods, neurochemical techniques, behavioral testing, design of experiments, and data analysis. Prerequisites: PSY 180 and CHM 222 or permission of the instructor. **{N}** 4 credits

Mary Harrington and Adam Hall

Offered both semesters each year

312 Research Seminar in Behavioral Neuroscience

History of Neuroscience.

Survey of the history of neuroscience, from antiquity to more recent times. Prerequisite: 180 or permission of the instructor. **{N}** 4 credits

Mary Harrington

Offered Fall 2001

BIO 325 Cellular and Molecular Neuroscience

Molecular level structure-function relationships in the nervous system. Topics include: development of neurons, neuron-specific gene expression, molecular mechanisms of neuronal plasticity (e.g., in learning and memory), molecular biology of neurological disorders, and molecular neuropharmacology. Prerequisites: BIO 230, BIO 234, or BIO 236 and two semesters of chemistry. Laboratory (326) must be taken concurrently. Enrollment limited to 20. (E) **{N}** 4 credits

Adam C. Hall

Offered Spring 2002

BIO 326 Cellular and Molecular Neuroscience Laboratory

This laboratory initially uses tissue culture techniques to study the development of primary neurons in culture (e.g., extension of neurites and growth cones). The rest of the laboratory involves the Xenopus oocyte expression system to study molecular structure-function. Oocytes (frog eggs) are injected with RNA/DNA encoding a variety of ion channels. The second half of the semester includes a lab project using the expression system to investigate channel characteristics or pharmacology. BIO 325 must be taken concurrently. Enrollment limited to 20 (E) **{N}** 1 credit

Adam C. Hall

Offered Spring 2002

400 Special Studies

A scholarly project completed under the supervision of any member of the program. Permission of the instructor required.

1–5 credits

Offered both semesters each year

The Major

A total of 54 credits are required in the major. The S/U option may not be used for courses in the major. A student who places out of required courses

with AP or IB credits is expected to replace those courses with others offered in the major. PSY 180 is not open to a student who has taken a 200-level course in the major. Credits should be earned by taking an additional elective.

Required core courses:

BIO 111	Introduction to Biology
CHM 111	Chemistry I: General Chemistry (5 credits)
CHM 222	Chemistry II: Organic Chemistry (5 credits)
CHM 223	Chemistry III: Organic Chemistry (5 credits)
PSY 180	Introduction to Neuroscience
PSY 211	Physiology of Behavior
BIO 230/231	Cell Biology
	or
BIO 256/257	Animal Physiology
NSC 200	Experimental Methods in Neuroscience

Two of three:

BIO 325/326	Cellular and Molecular Neuroscience with lab
BIO 330/331	Neurophysiology with lab
PSY 311	Neuroanatomy

Elective courses
Select one from:

BIO 230	Cell Biology
	or
BIO 256	Animal Physiology
BIO 234	Molecular Biology
BIO 352/353	Animal Behavior
PSY 218	Cognitive Psychology
PSY 222	Psychopharmacology

Select one from:

NSC 312	Research Seminar in Behavioral Neuroscience
PSY 316	Seminar in Biopsychology
NSC 400	Special Studies (4 or 5 credits)
NSC 430d/432d	Thesis

BIO 230 (Cell Biology) and BIO 256 (Animal Physiology) can be taken as either core or elective, but one course cannot be counted as both core and elective.

Adviser for Study Abroad: Mary Harrington.

Adviser for Transfer Students: Margaret Anderson.

The Minor

Required core:

PSY 180	Introduction to Neuroscience
PSY 211	Physiology of Behavior

A 300-level course selected in consultation with the adviser.

Choose three electives from:

PSY 222	Psychopharmacology
PSY 316	Seminar in Biopsychology
NSC 312	Research Seminar in Behavioral Neuroscience
BIO 230	Cell Biology
BIO 256	Animal Physiology
BIO 330/331	Neurophysiology
BIO 352/353	Animal Behavior
BIO 325/326	Cellular and Molecular Neuroscience with lab
PSY 311	Neuroanatomy

The S/U option may not be used for courses fulfilling the requirements of the minor.

Honors

Directors: Members of the Program.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: the same as for the major, with 8 or 12 thesis credits in the senior year involving an individual investigation culminating in a written thesis and an oral presentation. A course in statistics is strongly recommended for students completing honors in neuroscience.

Philosophy

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
†[1] Kathryn Pyne Addelson, Ph.D.
†[1] Malcolm B.E. Smith, Ph.D., J.D.
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
†[2] John M. Connolly, Ph.D.
Elizabeth V. Spelman, Ph.D. (Philosophy and Women's Studies)
Jay L. Garfield, Ph.D.
Albert Mosley, Ph.D.

Associate Professors
Nalini Bhushan, Ph.D., *Chair*
Susan Levin, Ph.D.

Assistant Professor
Jeffry Ramsey, Ph.D.

Lecturers
Ernest Alleva, Ph.D.
Meredith W. Michaels, Ph.D.
Mark MacLeod

Mendenhall Fellow
Jules M.E. Terry, M.S.

Research Associates
Ernest Alleva, Ph.D.
Janice Moulton, Ph.D.
Meredith W. Michaels, Ph.D.

Introductory and intermediate courses are open to all students, unless otherwise noted. Upper-level courses assume some previous work in the department or in fields related to the particular course concerned. The 300-level courses are primarily for juniors and seniors. Where special preparation is required, the prerequisite is indicated in the description.

LOG 100 Valid and Invalid Reasoning: What Follows From What?
James Henle (Mathematics), Jay Garfield
Offered Fall 2001

100 Thinking About Thinking
What is thinking? What is the distinction between mind and body, and ought we to accept it? Can the mind survive the death of the body? Can you be thoughtful and passionate at the same time? What kind of access can we have to the worlds of human beings from other cultures and historical periods? Readings from ancient, modern, and contemporary philosophers in the Western tradition. Designed to introduce beginning students to problems and methods in philosophy and to the philosophy department at Smith. Maximum number of students per section 20. **{H/S}** 4 credits
Ernest Alleva
Offered Fall 2001

124 History of Ancient and Medieval Philosophy
A study of Western philosophy from the early Greeks to the end of the Middle Ages, with emphasis on the pre-Socratics, Plato, Aristotle, the Stoics and Epicureans, and some of the scholastic philosophers. **{H/M}** 4 credits
Susan Levin
Offered Fall 2001

125 History of Modern Philosophy
A study of Western philosophy from Bacon through the 18th century, with emphasis on Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and especially Kant. **{H/M}** 4 credits
Jeffry Ramsey and Ernest Alleva
Offered Spring 2002

200 Philosophy Colloquium
Intensive practice in writing and discussion in applying philosophical methods to key problems and historical texts. Required for majors, optional for minors. Normally taken in the sophomore year. 4 credits
Nalini Bhushan and members of the department
Offered Spring 2002

202 Symbolic Logic
Symbolic logic is an important tool of contemporary philosophy, mathematics, computer science, and linguistics. This course provides students with a basic background in the symbols, concepts, and techniques of modern logic. It will meet for the first half of the semester only. Enrollment limited to 20. **{M}** 2 credits
Albert Mosley
Offered Spring 2002

210 Issues in Recent and Contemporary Philosophy
American Philosophy in Black and White.
This course explores debates about race, racism, moral status, and identity in recent and contemporary American Philosophy. While examining the very concepts of race and racism, we will also investigate philosophical responses to race issues in America. **{S}** 4 credits
Albert Mosley
Offered Fall 2001

220 Incompleteness and Inconsistency: Topics in the Philosophy of Logic
Among the most important and philosophically intriguing results in 20th-century logic are the limitative theorems such as Gödel's incompleteness theorem and Tarski's demonstration of the indefinability of truth in certain languages. A wide variety of approaches to resolving fundamental mathematical and semantical paradoxes have emerged in the wake of these results, as well as a variety of alternative logics including paraconsistent logics in which contradictions are tolerated. This course examines logical and semantic paradoxes and their philosophical significance, as well as the choice between accepting incompleteness and inconsistency in logic and knowledge. **{M}** 4 credits
Merrie Bergmann
Offered Spring 2002

222 Ethics
An examination of the works of some major moral theorists of the Western philosophical tradition, and their implications for our understanding of the nature of the good life and the sources and scope of our moral responsibilities. **{H/S}** 4 credits
Ernest Alleva
Offered Spring 2002

224 Philosophy and History of Scientific Thought
What is science? Is it a method, a practice or an accumulated body of truths? Does it give us objective and universal knowledge? How do scientific discoveries affect the world and the way we know it and live in it? **{N}** 4 credits
Jeffry Ramsey
Offered Fall 2001

225 Continental Philosophy
This course provides a survey of major figures and developments in continental philosophy. Topics to be addressed include human nature and the nature of morality; conceptions of human history; the character and basis of societal hierarchies; and human beings' relationship to technology. Readings from Hegel, Kierkegaard, Nietzsche, Marx, Heidegger, Sartre, de Beauvoir and others. Prerequisite: one course in philosophy **{H}** 4 credits
Susan Levin
Offered Spring 2002

230 American Philosophy: The Classical Period
Studies in the work of William James, Alaine Locke, C.S. Peirce, John Dewey, and G.H. Mead. Enrollment limited to 25. **{M}** 4 credits
Albert Mosley
Offered Fall 2001

233 Aesthetics
How are works of art like and unlike other objects in the worlds that humans inhabit and make, like and unlike other human projects? What capacities are called upon in the creation and understanding of such works? **{S/M/A}** 4 credits
Elizabeth V. Spelman
Offered Spring 2002

234 Philosophy and Human Nature: Theories of the Self

Philosophy of Mind
Does the fact that we are conscious show we are minds or might consciousness be the byproduct of functioning brains? Could you survive in another body? These and related questions will be examined using classical and contemporary sources. **{M}** 4 credits
Nalini Bhushan
Offered Fall 2001

Emotion
What have philosophers in the Western tradition had to say about the role emotions play in our lives? About the role they ought to play in our lives? To what extent are we assigned a kind of emotional repertoire on the basis of our sex, race, and class? What political, social, and economic functions are served by such assignments? **{S}** 4 credits
Elizabeth V. Spelman
Offered Spring 2002

235 Morality, Politics, and the Law
A critical discussion of the relations among morality, politics, and the law, especially through examination of the different ways moral, political, and legal contexts shape the analysis of an issue. Enrollment limited to 25. **{S}** 4 credits
Elizabeth V. Spelman
Offered Fall 2001

236 Linguistic Structures
Introduction to the issues and methods of modern linguistics, including work on syntax, semantics, phonology, and pragmatics. **{N/M}** 4 credits
Jill de Villiers
Offered Fall 2001

250 Epistemology
Nativism.
According to Chomsky, the principles of language are known unconsciously, and are a precondition for language acquisition. This view, a form of nativism, has a rich history in epistemology, the theory of knowledge. This course examines the philosophical underpinnings of nativism, and then goes on to consider several current debates in the fields of linguistics and psychology in the light of this background. Topics to be covered will include the following: nativism versus empiricism, behaviorism, Wittgenstein's private language argument, first-language acquisition, and the nature of infant knowledge. **{M}** 4 credits
Mark MacLeod
Offered Fall 2001

252 Buddhist Philosophy: Madhyamaka and Yogacara
This course examines the two principal schools of Indian Mahayana Buddhist philosophy. The Madhyamaka school is highly skeptical and critical in its dialectic. The Yogacara or Cittamatra school is highly idealist. The two present contrasting interpretations of the thesis that phenomena are empty and contrasting interpretations of the relationship between conventional and ultimate reality. The debate between their respective proponents is among the most fertile in the history of Buddhist philosophy. We will read each school's principal sutras and early philosophical texts, medieval Tibetan commentarial literature and recent scholarly discussions of the texts and doctrines of these schools. Prerequisites: one course in philosophy or Buddhist studies. **{H}** 4 credits
Jay Garfield
Offered Fall 2001

253j Indo-Tibetan Buddhist Philosophy and Hermeneutics
This intensive course is taught at the Central Institute of Higher Tibetan Studies in Sarnath, India as part of the Hampshire/Five Colleges in India program. Students take daily classes in Buddhist philosophy, Indo-Tibetan hermeneutics and Tibetan history and culture, taught by eminent Tibetan scholars, and attend regular discussion sessions as well as incidental lectures on topics including Tibetan art history and iconography, Tibetan astrology and medicine and Tibetan politics. Students explore Varanasi and we visit important Buddhist historical and pilgrimage sites. Each student is paired with a Tibetan student "buddy" so as to get an inside view of Tibetan culture. Enrollment limited to 15, and requires application and acceptance by the H/5CIP. Pay attention to calls for early application. Deadlines fall mid-October. No prerequisites. **{L/H/S/M}** 3 credits
Jay Garfield
Offered Interterm 2001–2002

260 Theory of Interpretation
This course provides an introduction to the theory of interpretation or hermeneutics. Questions to be addressed include the following: Does a text have just one meaning? Is it what the author intended? Does our understanding reflect our prejudices? Readings from Nietzsche, Heidegger, Gadamer, Habermas and others. **{H}** 4 credits
Susan Levin
Offered Fall 2001

304 Colloquium in Applied Ethics
4 credits

Science, Policy and Society
This course asks what we do, can and should expect from science when science is used to inform public policy. We will examine the prevailing model of the use of science for policy and, in the process, critique the model methodologically and ethically. Case studies such as chemical hazards, global warming, genetically engineered organisms, etc. are used to illuminate the issues. Enrollment limited to 20.
Jeffry Ramsey
Offered Fall 2001

Animal Rights
Speciesism is the view that human beings have an inherent right to dominate non-human species and use them for human ends. The course will examine critics as well as proponents of the morality of speciesism. This will involve synthesizing disparate areas in philosophy (ethics, philosophical psychology, philosophy of science) and applying them to the use of non-humans in areas such as agriculture, biology, psychology, and medicine.
Albert Mosley
Offered Spring 2002

305 Seminar: Topics in Feminist Theory
Gender and Human Identity. An examination of the definition and foundations of gender and its relation to race and class as components of human identity. Attention to the political, legal, and economic conditions which affect and are affected by the meanings of these dimensions of identity. Prerequisites: at least one course from the philosophy, feminism, and society concentration in the philosophy minor, or permission of the instructor. **{S}** 4 credits
Meredith Michaels
Offered Fall 2001

315 Seminar: Philosophy of Science
Philosophy of Ecology.
Investigation of what ecology is; how it related to evolutionary biology; methodological issues in landscape, ecosystem, physiological, population and community ecology; and questions concerning the roles and relative importance of theory, model, data and experiment in ecology. Recommended background: PHI 224 or relevant courses in the biological sciences. **{N/M}** 4 credits
Jeffry Ramsey
Offered Spring 2002

324 Seminar in Ancient Philosophy
Conceptions of the Best Life.
This seminar will explore the reflections of ancient philosophers on the topic of human flourishing. Questions to be addressed include: What role should reason and thought play in the best life for human beings? What value should be assigned to emotions and desires, and to interpersonal relationships? Can individuals flourish in isolation, or does the best life necessarily involve engagement in human communities? We will focus on the views expressed by Plato, Aristotle, Epicurus, Greek and Roman Stoics, and the ancient Skeptics. Recommended background: Phi 124 or the equivalent. **{H}** 4 credits
Susan Levin
Offered Spring 2002

330 Seminar in the History of Philosophy

The Philosophy of Education
An examination of alternative perspectives on central topics concerning education: the meaning and value of education to the individual and society; the nature of learning and teaching; questions of educational content, curriculum, and method; ethical issues in teaching; and problems of distributive justice regarding educational resources and opportunities. Readings will include selections from Plato, Locke, Rousseau, Dewey, and other thinkers. **{H}** 4 credits
Ernest Alleva
Offered Fall 2001

Indo-Tibetan Buddhist Philosophy
This advanced seminar will involve an intensive reading of one or more texts in Indo-Tibetan Buddhist philosophy. Students will work through texts with commentaries and be taught how these texts are understood and read in the Tibetan tradition. Prerequisite: at least one 200-level course in Buddhist philosophy or Buddhist religion. (E) **{L/H}**
4 credits
Tashi Tsering
Offered Spring 2002

331 Seminar: Belief, Knowledge, and Perception
Is there a distinction between appearance and reality? How do we gain knowledge of objects and their properties? Are some items of knowledge more fundamental than others? What justifies our beliefs about ourselves, other people and objects in the external world? Are some properties of objects, say an object's shape and size, more fundamental than others, such as color, smell and taste? What is philosophically significant about perceptual illusions, mistakes, and other "tricks" that our cognitive systems play on us? **{M}** 4 credits
Nalini Bhushan
Offered Spring 2002

Cross-Listed Courses

COG 200 Introduction to Cognitive Science
See Interdepartmental and Extradepartmental Course Offerings.

MTH 217 Mathematical Structures

PPY 209 Philosophy and History of Psychology
See Interdepartmental and Extradepartmental Course Offerings.

PPY 213 Language Acquisition
See Interdepartmental and Extradepartmental Course Offerings.

REL 263 Philosophy of Religion

400 Special Studies
For senior majors, by arrangement with the department.
1 to 4 credits
Offered both semesters each year

408d Special Studies
For senior majors, by arrangement with the department.
8 credits
Full-year course; offered each year

The Major

Advisers: Members of the department.

Adviser for Study Abroad: Ernest Alleva.

Requirements: Ten semester courses in philosophy including two courses in the history of philosophy, at least one of which must be PHI 124 or PHI 125; either LOG 100 or PHI 202; three 200-level courses, one from three of the following areas: Value Theory and Social Philosophy (210, 222, 233, 234, 235, 240, 245, 255); Continental Philosophy and Cultural Critique (211-Wittgenstein, 237-Nietzsche, 260, REL 269); Metaphysics and Epistemology (210, 226, 230, 234, 250, 252); Language, Logic and Science (202, 203, 220, PPY 209, PPY 213, 224, 236, 262); PHI 200b, normally to be taken in the sophomore year; two 300-level courses. (Note: Topics courses, such as 210, may fall under different rubrics in different years.)

Courses in related departments may be included in the major program of ten semester courses only with approval of the department. Petitions for approval must be filed with the department at least one week before the beginning of the semester in which the course is offered.

The Minor

Advisers for the Minor: Members of the department.

Students may minor in philosophy by (a) fulfilling the requirements of one of the following se-

quences, or (b) designing, with departmental approval, their own sequence of courses. In both cases, the minor consists of a two-course "basis" and a three-course "concentration."

Concentration 1: Linguistics and the Philosophy of Language

Basis: LOG 100 or PHI 202; and 236.

In addition to the basis, 262 and PPY 213 are required. Any of the following may be counted toward the minor with permission of the instructor and the minor adviser: 220, 260, 310, 362, 334.

Concentration 2: Philosophy and the Humanities

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 210, 222, 224, 226, 233, 234, 235, 255, 260, REL 269, 304, 310, 324, and 334.

Concentration 3: Philosophy, Feminism, and Society

Basis: any two from among the following: LOG 100 or PHI 202, 100, 200, 124, 125.

In addition to the basis, three courses from among the following: 224, 235, 240, 304, 305. Courses from related departments and Five College offerings may be substituted for the above-listed courses with the approval of the department.

Honors

Director: Susan Levin.

430d Thesis
8 credits
Year-long course; offered each year

431 Thesis
8 credits
Offered Fall 2000

432d Thesis
12 credits
Year-long course; offered each year

Requirements: a minimum of 10 semester courses in philosophy and a thesis; an oral examination on the material discussed in the thesis. Honors students are expected to satisfy the requirements for the major.

Graduate

Advisers: Members of the department.

580 Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.
4 or 8 credits
Offered both semesters each year

580d Advanced Studies
By permission of the department, for graduates and qualified undergraduates: Theory of Probable Inference, Topics in Logical Theory, Philosophy of Language, Contemporary Ethics.
8 credits
Year-long course; offered each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Year-long course; offered each year

Physics

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
**[2] Malgorzata Zielinska-Pfabé, Ph.D., *Chair*
Piotr Decowski, Ph.D.

Associate Professors
Doreen A. Weinberger, Ph.D.
*[1] Nalini Easwar, Ph.D.
**[1] Nathanael A. Fortune, Ph.D.

Lecturer
Janet Van Blerkom, Ph.D.

Lecturer and Laboratory Instructor
Dietrich Lueerssen, Ph.D.

Laboratory Supervisor
Jerzy W. Pfabé, M.Sc.

Students planning to major in physics are advised to elect both 115 and 116 and courses in mathematics in the first year.

Students entering with a strong background in physics are urged to confer with a member of the department at the beginning of their first year about taking a more advanced course in place of 115 or 116.

Students who receive scores of 4 and 5 on the Advanced Placement tests in physics B and C may apply that credit toward the degree unless they complete 115 and 116 for credit.

106 The Cosmic Onion: From Quantum World to the Universe
Basic concepts of quantum mechanics governing the atomic and subatomic worlds. Structure of atoms, atomic nuclei and matter. The evolution of the universe and its relation to the subatomic physics. The course is designed for non-science majors. It does not involve mathematical tools. **{N}** 4 credits
Piotr Decowski
Offered Spring 2002

107 Musical Sound
This course for non-science majors explores through lectures and laboratory demonstrations the physical basis of musical sound. Sample topics include string and air vibrations, perception of tone, auditorium acoustics, musical scales and intervals and the construction of musical instruments. **{N}** 4 credits
Janet Van Blerkom
Offered Fall 2001

108 Optics is Light Work
This course for nonscience majors reveals the intriguing nature of light in its myriad interactions with matter. From Newton's corpuscular theory, through the triumph of wave optics, to the revolutionary insights of quantum theory, our understanding of the nature of light has come full circle. Yet questions still remain. In this class each student will explore in depth an optical phenomenon of her own choosing. Enrollment limited to 16. Offered in alternate years. **{N}** 4 credits
Doreen Weinberger
Offered Spring 2003

115 General Physics
The concepts and relations describing motion of objects (Newtonian and relativistic). Prerequisite: one semester of introductory calculus, (MTH 111 Calculus I or equivalent). Permission of the instructor required if taken concurrently. **{N}** 5 credits
Doreen Weinberger, Fall 2001
Dietrich Lueerssen, Spring 2002, Spring 2003
Doreen Weinberger, Fall 2002
Offered both semesters each year

116 General Physics
A continuation of 115. Electromagnetism, thermodynamics, waves and elements of quantum physics. Prerequisite: 115 or permission of the instructor. **{N}** 5 credits
Nathanael A. Fortune, Fall 2001, Spring 2003
Doreen Weinberger, Spring 2002
Nalini Easwar, Fall 2002
Offered both semesters each year

210 Mathematical Methods of Physical Sciences and Engineering I
Choosing and using mathematical tools to solve problems in physical sciences. Topics include complex numbers, multiple integrals, vector analysis, Fourier series, ordinary differential equations, calculus of variations. Prerequisites: MTH 111 and 112 or the equivalent. **{N/M}** 4 credits
Malgorzata Zielinska-Pfabé
Offered Fall 2001, Fall 2002

211 Mathematical Methods of Physical Sciences and Engineering II
Mathematical tools to solve advanced problems in physical sciences. Topics include special functions, orthogonal functions, partial differential equations, functions of complex variables, integral transforms. Prerequisites: 210 or MTH 111, 112, 211, and 212 or permission of the instructor. **{N/M}** 4 credits
Malgorzata Zielinska-Pfabé
Offered Spring 2002, Spring 2003

214 Electricity and Magnetism
Electrostatic fields, polarization, magnetostatic fields, magnetization, non-relativistic electrodynamics and electromagnetic waves. Prerequisite: 115 and 116 or the equivalent, 210 or permission of the instructor. **{N}** 4 credits
Piotr Decowski, Fall 2001
David Griffiths, Spring 2003
Offered Fall 2001, Spring 2003

220 Classical Mechanics
Newtonian dynamics of particles and rigid bodies, oscillations. Prerequisite: 115, 116, 210 or permission of the instructor. **{N}** 4 credits
Malgorzata Zielinska-Pfabé
Offered Fall 2001, Fall 2002

222 Relativity and Quantum Physics
The special theory of relativity, particle and wave models of matter and radiation, atomic structure, and an introduction to quantum mechanics. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits
Piotr Decowski
Offered Fall 2001, Fall 2002

224 Electronics
A semester of experiments in electronics, with emphasis on integrated circuits, leading to some independent work. Prerequisite: 115 and 116 or permission of the instructor. **{N}** 4 credits
Nalini Easwar
Offered Spring 2002, Spring 2003

225 Physics Comes to Life
This laboratory course, intended for science majors and pre-health students, comprises five modules with biomedical applications: 1) electronic instrumentation, 2) acoustics of speech, hearing and diagnostic ultrasound, 3) fiber optics and lasers, 4) magnetic fields and low temperature applications, 5) nuclear radiation. Each year one of above modules (each approximately 6 weeks long) will be offered. Enrollment is limited to 15 students. Topic for 2003 is acoustics of speech, hearing and ultrasound. Prerequisites: 115, 116 or permission of the instructor. **{N}** 2 credits
Janet Van Blerkom
Offered Spring 2003

299 Current Topics In Physics
For this course we will read recent articles on diverse topics in physics. The emphasis will be put on oral presentation and discussion of the new phenomena using knowledge from other physics courses. **{N}** 1 credit
Dietrich Lueerssen
Offered Fall 2001, Fall 2002

312 Optics
Electromagnetic waves; absorption and dispersion. Reflection and refraction of light. Interference, diffraction, and polarization of light. Lasers and holography. Prerequisites: 210, 214, 222 or permission of the instructor. **{N}** 4 credits
Doreen Weinberger
Offered Fall 2001

314 Advanced Electrodynamics
A continuation of PHY 214. Electromagnetic waves in matter; the potential formulation and gauge transformations; dipole radiation; relativistic electrodynamics. Prerequisite: PHY 211 or permission of the instructor. {N} 2 credits
Doreen Weinberger
Offered Fall 2001

322 Nuclear and Particle Physics
Properties of atomic nuclei. Nuclear decays. Detection of nuclear particles. Nuclear reactions. Quarks, leptons and intermediate bosons. Prerequisites: 210, 214, 222. {N} 4 credits
Piotr Decowski
Offered Spring 2003

332 Solid State Physics
The course covers fundamental topics in solid state physics beginning with crystal structure, x-ray diffraction from periodic structures, lattice vibrations and the nature of electron distributions in metals, semiconductors and insulators. Topics are covered in depth to provide an appreciation for the theoretical approach and the close interplay between theory, experiment, and application. Prerequisites: 210, 214, 222. {N} 4 credits
Nathanael Fortune
Offered Fall 2002

340 Quantum Mechanics
The formal structure of nonrelativistic quantum mechanics, with solution of some simple problems and an introduction to approximation methods. Prerequisites: 210, 220 and 222. {N} 4 credits
David Griffiths, Spring 2002
Doreen Weinberger, Spring 2003
Offered Spring 2002, Spring 2003

341 Advanced Quantum Mechanics
A continuation of PHY 340. Applications of nonrelativistic quantum mechanics to systems of identical particles; perturbation theory analysis. Prerequisite: PHY 340. {N} 2 credits
Nathanael Fortune
Offered Fall 2001

348 Thermal Physics
Statistical mechanics, kinetic theory of gases, introduction to thermodynamics. Prerequisites: 210, 220, 222. {N} 4 credits
Malgorzata Zielinska-Pfabé
Offered Spring 2002, Spring 2003

350 Advanced Physics Laboratory
The Five Colleges have cooperated to develop an advanced undergraduate laboratory course that provides practical experience with modern instrumentation and advanced laboratory techniques. A student may perform experiments in the fields of atomic, molecular, cosmic ray, low temperature, nuclear, and microwave radiometry physics. Research facilities are supported on different campuses, and a student selects an approved number of experiments. At least 3 credits are required to count as a course toward the major requirement. Prerequisites: 214, 220, and 222. {N} 1 to 3 credits
Nathanael Fortune, Fall 2001, Spring 2003
Piotr Decowski, Spring 2002
Nalini Easwar, Fall 2002
Offered Fall 2001, Spring 2002, Fall 2002, Spring 2003

400 Special Studies
By permission of the department, for students who have had at least four semester courses in intermediate physics. 1 to 4 credits
Offered both semesters each year

The Major

Advisers: Piotr Decowski, Nalini Easwar, Nathanael A. Fortune, Malgorzata Zielinska-Pfabé, Doreen Weinberger.

Adviser for Study Abroad: Piotr Decowski.

The following courses are required: 115, 116, 210, 211, 214, 220, 222, 224, 299, 340, 348 and one additional 300 level physics course PHY 312, 322, 332, or 350 or AST 351, or AST 352.

Students planning graduate study in physics are advised to take additional advanced physics and mathematics courses.

Students are advised to acquire a facility in computer programming.

The Minor

Advisers: Members of the department.

The minor in physics consists of 115, 116, 222 and at least two additional 200- or 300-level physics courses.

Honors

Director: Malgorzata Zielinska-Pfabé.

430d Thesis
8 credits
Full-year course; offered each year

432d Thesis
12 credits
Full-year course; offered each year

Requirements: same as for the major, plus an honors project and thesis (430d or 432d) normally pursued throughout the senior year. An oral defense of the honors thesis.

Political Economy

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

Martha Ackelsberg, Professor of Government
Richard Fantasia, Professor of Sociology
†[1] Karen Pfeifer, Professor of Economics
Thomas Riddell, Associate Professor of Economics, Director
†[2] Gregory White, Associate Professor of Government
*[2] Andrew Zimbalist, Professor of Economics

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404 Special Studies
4 credits
Offered both semesters each year

The purpose of the political economy minor is to foster an interdepartmental approach to the study of advanced industrial societies. This approach incorporates both mainstream and critical theoretical visions. It provides a focus on European and American society from a political-economic perspective; i.e., a perspective that emphasizes the roots of political development in the material basis of a society.

The political economy minor consists of six courses, drawn from among the courses listed under the three fields described below. At least one course must be taken from each field; two courses in theory are strongly recommended. Majors in a participating department may take no more than four courses toward the political economy minor in that department.

1. Theory

ECO 256	Marxian Political Economy
ECO 357	Growth and Crisis in the United States Economy
GOV 242	The Politics of International Economic Relations
GOV 263	Political Theory of the 19th and 20th Centuries
SOC 250	Theories of Society

2. History

ECO 208	European Economic Development
ECO 285	American Economic History: 1870–1990
GOV 244	Foreign Policy of the United States
SOC 318	Seminar: The Sociology of Popular Culture

3. Contemporary Applications:

ECO 209	Comparative Economic Systems
ECO 222	Women's Labor and the Economy
ECO 224	Environmental Economics
ECO 230	Urban Economics
GOV 204	Urban Politics
GOV 254	Politics of the Global Environment
GOV 347	Seminar in International Politics: The Political Economy of Oil
SOC 212	Class and Society
SOC 213	Ethnic Minorities in America
SOC 216	Social Movements
SOC 218	Urban Sociology

4. Special Studies (PEC 404)

To be taken in any of the above fields, with any of the faculty participants in the minor, as approved by the advisory board.

Psychology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Peter Benedict Pufall, Ph.D., Chair
Donald Baldwin Reutener, Jr., Ph.D.
Jill G. de Villiers, Ph.D. (Psychology and Philosophy)
Peter A. de Villiers, Ph.D.
**[*2] Randy O. Frost, Ph.D.
Fletcher A. Blanchard, Ph.D.

Adjunct Professor
Maureen A. Mahoney, Ph.D.

Associate Professors
Philip K. Peake, Ph.D.
Mary Harrington, Ph.D.
Brenda Allen, Ph.D.
Stefan R. Bodnarenko, Ph.D.
*[2] Patricia M. DiBartolo, Ph.D.

Adjunct Associate Professor
Barbara B. Reinhold, Ed.D.

Assistant Professors
Suzanne J. LaFleur, Ph.D.
Bill E. Peterson, Ph.D.
*[2] Lauren E. Duncan, Ph.D.
Maryjane Wraga, Ph.D.
Deepthi Kamawar, Ph.D.

Lecturers
Anne P. Anderson, Ph.D. (Beth Powell)
David Palmer, Ph.D.

Assistant in Statistics
David Palmer, Ph.D.

Research Associates
Robert Teghtsoonian, Ph.D.
Martha Teghtsoonian, Ph.D.
George Robinson, Ph.D.

Bases for the Major

112 Introduction to Research Methods
Application of scientific methods to problems in psychology. Basic experiments in a variety of areas, including operant conditioning of nonhuman organisms. **{N} WI** 4 credits
Bill Peterson, Director, Fall 2001
Suzanne LaFleur, Bill Peterson
Mary E. Harrington, Director, Spring 2002
Lauren Duncan, Beth Powell Anderson, Fletcher Blanchard, Mary E. Harrington
Offered both semesters each year

113 Statistical Methods in Psychology
Elementary descriptive and inferential statistics as applied to psychological problems. Enrollment limited to 40. Lab size limited to 10 students. **{M}** 4 credits
David Palmer, Fall 2001
Deepthi Kamawar, Spring 2002
Offered both semesters each year

General Courses

111 Introduction to Psychology
Students who have not taken a psychology course are advised to take this course surveying fundamental principles and findings in contemporary psychology. Students must section for discussion. Discussion sections are limited to 20. **{N} WI** 4 credits
Philip Peake, Director, Fall 2001
Philip Peake, Peter de Villiers, Peter Pufall, Deepthi Kamawar
Offered Fall each year

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, and the relation of mind and brain. Prerequisite: at least one course in philosophy or psychology. 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2002

ESS 220 Psychology of Sport
An examination of sport from a psychological perspective. Topics include the role of stress, motivation, and personality in performance. Attention will also be given to perceptual, cognitive, and behavioral strategies that may be used to enhance achievement level. Prerequisite: PSY 111 **{S}** 4 credits
Tim Bacon
Offered Spring 2003

266 Psychology of Women and Gender
An exploration of the psychological effects of gender on females and males. We will examine the development of gender roles and stereotypes, and the impact that differences in power within the family, workplace, and politics have on women's lives and mental health. This course will emphasize how psychologists have conceptualized and studied women and gender, paying attention to empirical examinations of current controversies (e.g., biological versus cultural bases of gender differences). **{S/N}** 4 credits
Lauren Duncan
Offered Fall 2001

267 Psychology of the Black Experience
Designed to facilitate an understanding of Afro-American psychological experience. The course critically reviews historical and traditional approaches to the psychological study of black people and focuses on the themes, models, and research currently being generated by psychologists attempting to redefine the study of the black experience. **{S/N}** 4 credits
To be announced
Offered Spring 2002

268 Lesbian Identity and Experience
Perspectives on the psychological, social, and cultural construction of lesbian identity and sexual orientation are examined. Themes include the lesbian in contemporary and historical context; sexual orientation as it intersects with gender, race, ethnicity, and social class; identity politics vs. queer theory; bisexuality, transgenderism, and transsexuality; lesbian identity development in adolescence and adulthood; issues of coming out; sexism; heterosexism and homophobia; lesbian and bisexual sex and intimacy; and lesbian coupling, family-building, and parenting. The strengths and resiliencies of lesbians as well as the kinds of psychological and social problems that can develop in hostile and disaffirming contexts are examined. (E) **{S}** 4 credits
Kathleen Shanahan
Offered Fall 2001

303 Advanced Research Design and Statistical Analysis
A survey of critical issues in research methods and statistical analysis with in-depth consideration of analysis of variance and experimental design. Computer-assisted computation procedures employed. Prerequisites: 113 or SSC 190 , and 112 or permission of the instructor. Enrollment limited to 16. **{N/M}** 4 credits
Patricia DiBartolo
Offered Fall 2001

366 Seminar: Topics in the Psychology of Women
Issues in Adolescent Gender Role Development. In this course we examine psychological issues that girls face in their adolescent years. Topics may include body image, self-esteem, academic achievement, peer and dating relationships, and gender socialization. This is a community based learning course and a central component involves volunteering as a mentor to an adolescent girl in Northampton. Prerequisite: permission of the instructor. **{S/N}** 4 credits
Lauren Duncan
Offered Fall 2001

Psychological Processes

COG 200 Introduction to Cognitive Science
Cognitive science is the umbrella uniting the scientific fields concerned centrally with the nature of the mind: philosophy of mind, cognitive psychology, linguistics, artificial intelligence, neuroscience. In this course students who are enrolled in courses in these fields, either concurrently or in the semester before this, will participate in a series of lectures and discussions with faculty to make connections and highlight disciplinary differences in approach. Pre- or co-requisite: either PHI 236, PHI 202, CSC 290, CSC 294, PSY 216, PSY 218, PPY 209, PPY 213, EDC 238, or EDC 333. **{N}** 2 credits
Jill de Villiers (Psychology and Philosophy), *Deepthi Kamawar*, and guest lecturers from the faculty
Offered Spring 2002

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from linguistics, psychology, and philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Jill de Villiers
Offered Spring 2003

216 Perception
Directed reading, discussion, and research on topics in perception, selected from perceptual illusions; the interactions among sight, touch, and other senses; the perception of size and distance; odor and taste identification; the perception of effort; the measurement of loudness. Prerequisite: 112 or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
Maryjane Wraga
Offered Fall 2002

218 Cognitive Psychology
Theory and research on current topics in cognition, including attention, perception, concept formation, imagery, memory, decision making, and intelligence. Prerequisite: 111 or permission of the instructor. Enrollment limited to 36. **{N}** 4 credits
Maryjane Wraga
Offered Spring 2002

224 Learning and Behavior Change: Methods, Theory, and Practice
Complex behavior interpreted from a behavioral perspective, supplemented, when possible, with evolutionary and neurophysiological accounts. In the laboratory component of the course, students will shape a chain of responses in a pigeon and will experiment with instructional technology with humans. Enrollment limited to 16. **{N}** 4 credits
David Palmer
Offered Fall 2001

313 Seminar in Psycholinguistics
Child Language Assessment.
The seminar will focus on assessment of language development, considering issues of dialect and cultural differences, and the nature of language disorders in three- to seven-year-old children. The background research, design and data from the first testing of a new diagnostic test will form the topics of the seminar. Prerequisites: One of: PPY 213, PHI 236, PSY 233, EDC 235, or permission of instructor. **{N}** 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2002

314 Seminar in Foundations of Behavior
{N} 4 credits

Health Psychology
This course will examine the psychological processes involved in promoting healthy behavior, preventing and treating medical conditions, and improving the health care system. Research in applied social psychology will be emphasized. Topics include health promotion, attitude and behavior change, prevention, stress and coping, the hospital setting, the patient-practitioner interaction, psychoneuroimmunology, and management of pain and chronic illness. Permission of the instructor is required.
Suzanne LaFleur
Offered Fall 2001

The Visual Brain
The goal of cognitive neuroscience is to relate brain activity to mental function. This course will survey the cognitive neuroscience of visual perception.

Topics will include the neural bases of attention, object recognition, mental imagery, space perception, and visually guided action. We will read and discuss primary sources from a variety of methodologies, including functional brain imaging studies, clinical case studies, and primate work. Prerequisite: 180 or permission of the instructor. {N}
Maryjane Wraga
Offered Spring 2002

Physiological Psychology

180 Introduction to Neuroscience
An introduction to the organization and function of the mammalian nervous system. An in-depth exploration of the brain using multiple levels of analysis ranging from molecular to cognitive and behavioral approaches. An appreciation of how brain cells interact to orchestrate adaptive responses and experiences will be gained. Discussions will leave you contemplating the neurobiology of consciousness itself! The material is presented at a level accessible for science as well as nonscience majors. This course has no prerequisites. {N} 4 credits
Stefan Bodnarenko
Offered Spring 2002

211 Physiology of Behavior
Introduction to brain-behavior relations in humans and other species. An overview of anatomical, neural, hormonal, and neurochemical bases of behavior in both normal and clinical cases. Major topics include the biological basis of sexual behavior, sleep, emotions, memory, depression, schizophrenia, and neurological disorders. Prerequisite: 180, an introductory BIO course, or permission of the instructor. {N} 4 credits
Beth Powell Anderson
Offered Fall 2001

215 Brain States
An exploration of how states of consciousness arise from differential brain activity. Analysis of neurological case studies, emotions, stress, genes and behavior. Associated writing assignments. Colloquium intended for sophomore and junior students with an interest in behavioral neuroscience. Enrollment limited to 20. Prerequisite: PSY 180. {N} 4 credits
Mary Harrington
Offered Spring 2002

222 Psychopharmacology
This course will examine the effects of drugs on the nervous system and associated changes in mood, cognition, and behavior. Legal and illegal recreational drugs will be considered, as well as therapeutic agents used to treat psychological illnesses such as depression and schizophrenia. Focus will be on understanding the effects of drugs on synaptic transmission, as well as how neural models might account for tolerance and addiction. The course will also cover issues with social impact such as the effects of drugs on fetal development, the pharmaceutical industry, and effective treatments for drug abuse. Prerequisite: 180 or 211 or permission of the instructor. {N} 4 credits
Beth Powell Anderson
Offered Spring 2002

311 Neuroanatomy
A survey of the structural organization of the mammalian brain and the behavioral changes associated with brain damage. Laboratory covers research techniques in neuroanatomy. Prerequisites: 180 or 211, an introductory BIO course, or permission of the instructor. Enrollment limited to 20. Laboratory sections limited to 10. {N} 4 credits
Stefan Bodnarenko
Offered Fall 2001

NSC 312 Research Seminar in Behavioral Neuroscience
History of Neuroscience.
Survey of the history of neuroscience, from antiquity to more recent times. Prerequisite: 180 or permission of the instructor. {N} 4 credits
Mary Harrington
Offered Fall 2001

316 Seminar in Biopsychology
Brain Plasticity.
Recent studies have demonstrated that the "mature" brain retains its ability to change and even add new elements. We will research and discuss a series of dogma-altering findings from the past decade that have revolutionized the way neuroscientists think about the brain. Readings will reflect the behavioral, cellular, and molecular approaches that have been used to demonstrate that

the brain continues to develop throughout its lifetime. Prerequisites include PSY 180, 211 and permission of the instructor. Enrollment limited to 12. **{N}** 4 credits
Stefan Bodnarenko
Offered Spring 2002

Developmental Psychology

Director of the Child Study Committee:
Jill de Villiers.

233 Child Development
A review of theory and research on specific developmental topics: attachment, emotion, self, friendship, gender, cognition, intelligence, symbolic functioning (language, art, and play) from the standpoint of biological and psychological processes nested within social (family, peer, school) and cultural (implicitly and explicitly shared values) contexts. Six observation hours in the Campus School to be arranged. **{S/N}** 4 credits
Peter Pufall
Offered Spring 2002

EDC 238 Educational Psychology
This course combines perspectives on cognition and learning to examine the teaching-learning process in educational settings. In addition to cognitive factors the course will incorporate contextual factors such as classroom structure, teacher belief systems, peer relationships, and educational policy. Consideration of the teaching-learning process will highlight subject matter instruction and assessment. Prerequisite: a genuine interest in better understanding teaching and learning. Enrollment limited to 55. **{S/N}** 4 credits
Alan Rudnitsky
Offered Spring 2002

241 Psychology of Adolescence
Exploring adolescents' developing identity and their needs for acceptance, autonomy, and intimacy in light of the major physical, cognitive, and social changes of this phase. **{S/N}** 4 credits
Deepthi Kamawar
Offered Fall 2001

243 Adult Development
The study of adult lives from a life-span perspective, with emphasis on the lives of women. Topics include psychological theories of the life-cycle, adolescent identity formation, longitudinal and biographical approaches, the experience of growing older, personality stability, and psychological adjustment to the myths and realities of age.
{S/N} 4 credits
Bill Peterson
Offered Spring 2002

245 Culture and Human Development
Situating the study of human development in the context of culture has gained tremendous momentum over the past few decades. This course explores this movement. We will cover topics such as cross-cultural research (both in child development and across the life span), methodological issues as they pertain to research across cultures, and different theories important in culture and development research. The course will include an exploration of how recent approaches to the psychological study of development have offered new insights into the relationship between sociocultural contexts and human functioning. **{S/N}** 4 credits
Deepthi Kamawar
Offered Spring 2002

333 Seminar in Developmental Psychology
{N} 4 credits

Identity in Psychology, Fiction and Autobiography
How do humans develop a sense of unity and purpose in their lives? This is a fundamental question for theorists of adolescent and adult identity, and we will consider it by using psychological theory to interpret fictional and autobiographical accounts of self. Possible texts include works by Erikson, McAdams, Angelou and Ishiguro.
Bill Peterson
Offered Fall 2001

The Study of Lives
Concepts in personality and developmental psychology will be used to further our understanding of individual lives. The first part of the course focuses on psychobiography, the application of psychological theory to biographical events. We will read case studies and formal psychobiographies of historical figures. This will provide basic ground-

work to pursue in-depth the topic of generativity, the concern with caring for the next generation and developing a personal legacy. In the second part of the course we will consider how generative goals are pursued by individuals through careful reading of theoretical and psychobiographical work. Prerequisite: 233, 243, 271 or permission of the instructor.
Bill Peterson
Offered Spring 2002

335 Experimental Study of the Behavior of Children
An introduction to research techniques in developmental psychology through the discussion of current research and the design and execution of original research in selected areas: cognitive development, perception and action, social cognition, and play. Gender differences in cognitive, perceptual, and social development are explored in addition to the study of sex roles. Prerequisites: 112 and 233, or permission of the instructor. Enrollment limited to 16. **{N}** 4 credits
Peter Pufall
Offered Fall 2001

340 Seminar in Gender and the Life Course
A seminar on the development of gender identity. Special attention will be given to critical reading of psychological theory and research on gender identification. Topics will include a comparative analysis of psychoanalytic, social-learning and cognitive-developmental theories. Recent work in feminist theory and the psychology of gender will be used as a counterpoint to classical formulations. **{S/N}** 4 credits
Maureen Mahoney
Offered Spring 2002

Clinical Psychology

EDC 239 Counseling Theory and Education
Study of various theories of counseling and their application to children and adolescents in educational settings. **{S}** 4 credits
Sue Freeman
Offered Fall 2001

252 Abnormal Psychology
A study of psychopathology and related issues. Course will cover a broad range of mental and personality disorders. Recent clinical and experimental findings stressed, particularly as they relate to major conceptions of mental illness. **{N}** 4 credits
Randy Frost
Offered both semesters each year

253 Child Clinical Psychology
Survey of child psychopathology from a developmental perspective. Course will cover theories of etiology as well as clinical treatment interventions for a range of childhood disorders and difficulties. Prerequisite: 252 or 233. **{N}** 4 credits
Patricia DiBartolo
Offered Spring 2002

254 Clinical Psychology
An overview of clinical psychology focusing on the settings, clients, and activities of the clinical psychologist. Attention given to the conceptual and methodological issues facing the clinical psychologist, methods of assessment, forms of psychotherapy, and evaluation of the success of psychological interventions. Prerequisite: 252. **{N}** 4 credits
Joseph Greer
Offered Fall 2001

352 Seminar in Advanced Clinical Psychology
Child and Adolescent Anxiety Disorders.
Examination of the empirical and theoretical research relevant to anxiety disorders and their associated features in youth. Using a developmental perspective, we will focus on risk factors, theoretical models, and methods of assessment and intervention. Prerequisite: 252 or 254. Permission of the instructor required. **{N}** 4 credits
Patricia DiBartolo
Offered Spring 2002

354 Seminar in Advanced Abnormal Psychology
Obsessive Compulsive Disorder.
An in-depth study of one of the most prevalent forms of psychopathology. Discussion of the phenomenology, theory, research and treatment of obsessive compulsive disorder. In addition, the relationship of normal to abnormal obsessions and compulsions will be discussed. Prerequisites: 252 or 254. Permission of the instructor required. **{N}** 4 credits
Randy Frost
Offered Spring 2002

358 Experimental Investigation in Clinical Psychology
An introduction to research methods in clinical psychology and psychopathology. Includes discussion of current research as well as design and execution of original research in selected areas such as anxiety disorders, eating disorders, and depression. Prerequisite: 112 and 252 and permission of the instructor. **{N}** 4 credits
Randy Frost
Offered Fall 2001

Social and Personality Psychology

270 Social Psychology
The study of social behavior considered from a psychological point of view. Topics include interpersonal behavior, intergroup behavior, and social cognition. **{N}** 4 credits
Fletcher Blanchard
Offered Spring 2002

271 Psychology of Personality
The study of the origin, development, structure, and dynamics of personality from a variety of theoretical perspectives. **{N}** 4 credits
Philip Peake
Offered Fall 2001

278 Behavior in Organizations
The application of social psychological theory and research findings to understanding and managing individual and group behavior in work situations. A lab with enrollment limited to 20. Prerequisite: 270 or permission of the instructor. **{S/N}** 4 credits
Suzanne LaFleur
Offered Spring 2002

370 Seminar in Social Psychology
Social Psychology of Leadership.
A survey of contemporary theory and research regarding leadership and the exercise of power in social settings with special attention to approaches that emphasize the interaction of situational and dispositional concerns. Field observations. Prerequisite: 270, 271, or 278; 112 and 113 are strongly recommended. **{S/N}** 4 credits
Fletcher Blanchard
Offered Fall 2001

371 Seminar in Personality
Well Being.
A survey of current psychological research on the factors that contribute to a person's sense of well-being. What are the components of happiness? What are the biological, personality, and contextual factors that contribute to that happiness? How does a person's sense of well-being influence health, relationships, and other important life outcomes? Prerequisites: 270 or 271. **{S/N}** 4 credits
Philip Peake
Offered Spring 2002

372 Experimental Study of Social Behavior
Person Perception and Social Cognition.
This research course will examine how we perceive other people, catagorize and evaluate them and make sense of their behavior. Basic research (both current and classic) in the field of social cognition will be emphasized, and applications of research will also be addressed. Major topics may include social beliefs, attribution, attraction, stereotyping, prejudice, social encoding, person memory, and perceptions of nonverbal behavior. This course will examine how we do research in person perception/social cognition, primarily by actually designing and conducting research, but also by reading about and discussing methodological issues. Students will complete two projects. Prerequisite: 112 or 113. Enrollment limited to 16. 4 credits
Suzanne LaFleur
Offered Spring 2002

373 Experimental Study of Personality
An introduction to techniques of personality research and their application to the experimental study of personality. Based on discussions of current research, students design and conduct original research either individually or in teams. Prerequisites: 112 and either 270 or 271 and permission of the instructor. **{N}** 4 credits
Philip Peake
Offered Fall 2001

374 Psychology of Political Activism
Political psychology is concerned with the psychological processes underlaying political phenomena. This seminar focuses on people's motivations to participate in political activism, especially activism around social issues. Readings include theo-

retical and empirical work from psychology, sociology, and political science. We will consider accounts of some large-scale social movements in the United States (e.g., Civil Rights Movement, Women's Movement, White Supremacy Movements). {S/N} 4 credits
Lauren Duncan
Offered Spring 2002

400 Special Studies
By permission of the instructor, for qualified juniors and seniors. A scholarly project conducted under the supervision of any member of the department.
1 to 4 credits
Offered both semesters each year

The Major

Advisers: Members of the department.

Adviser for Study Abroad: Fletcher Blanchard.

Basis: 112 and 113.

Each student, with the approval of her major adviser, elects a carefully planned program of course selections designed to meet the following requirements: 10 semester courses including the basis. The basis must be completed before entering the senior year. Competence in the major is demonstrated by sufficient breadth of course selections from the various substantive areas, as well as adequate depth in at least one area. Normally, breadth is achieved by selecting one course in each of five of the curricular areas, A–F. Depth is achieved by selecting at least three courses in a subfield of psychology, as defined either by the curricular areas B–F or by a constellation of courses from more than one area that represents a focus important to the student and recognized by the department. One course in the area of depth must be a laboratory course or a seminar.

Students are encouraged to attend departmental colloquia.

Students planning careers in academic or professional psychology, social work, personnel work involving guidance or counseling, psychological research, or paraprofessional occupations in mental health settings or special education programs should consult their major advisers regarding desirable sequencing of courses.

Information about graduate programs in psychology and allied fields may be obtained from members of the department.

The Minor

Advisers: Members of the department.

Requirements: six semester courses including one of the two courses that comprise the basis for the major, and five additional courses selected from at least three of the six areas A–F. In addition, one of these five courses must be either a laboratory course or a seminar.

Honors

Director: Patricia DiBartolo for 2001–2002.

431 Thesis
8 credits
Offered Fall 2001

432d Thesis
12 credits
Full-year course; offered each year

Requirements: These are the same as for the major, with the following qualifications. The honors student must complete a thesis. Normally this will be a year-long project (432d) for 12 credits, the equivalent of three semester courses. Under the condition of accelerated graduation, a student may elect 431 for eight credits. Honors students undertake an oral presentation of the thesis to the faculty and an examination on that work. The thesis credits may be used to fulfill one of the three semester courses required for depth but cannot be used to fulfill the breadth requirement. In addition, they may be used for another semester course counting toward the total of ten required for the major. It is recommended that students elect a laboratory, seminar, or special studies in the area of the thesis prior to the senior year. In addition, it is recommended that honors students take PSY 303.

Public Policy

Visiting faculty and some lecturers are generally appointed for a limited term.

Director
Donald Baumer, Professor of Government

Advisers
†[2] Randall Bartlett, Professor of Economics
*[1] John Burk, Professor of Biological Sciences
†[2] H. Allen Curran, Professor of Geology
Deborah Haas-Wilson, Professor of Economics

The program in public policy provides students with an opportunity to explore, from a multidisciplinary perspective, both the processes of making social choices and the content of contemporary policy issues. Most courses in the program are intended to serve as interdisciplinary complements to departmental offerings. Likewise, the minor in public policy is designed to be a valuable complement to majors in both the social and the natural sciences.

GOV 207 Politics of Public Policy
A thorough introduction to the study of public policy in the United States. A theoretical overview of the policy process provides the framework for an analysis of several substantive policy areas, to be announced at the beginning of the term. **{S}** 4 credits
Donald Baumer
Offered Fall 2001

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered, including the issues of violence and the media's representation of women. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 2001

220 Public Policy Analysis
Analysis of the institutions and processes of public policy formation and implementation. Explores models designed to explain policy and also those whose purpose is to "improve" policy. Develops and uses analytical tools of formal policy analysis. Examines the debate over the possible and proper uses of these analytic tools. **{S}** 4 credits
Randall Bartlett (Economics)
Offered Fall 2002

ECO 224 Environmental Economics
The causes of environmental degradation and the role that markets can play in both causing and solving pollution problems. The efficiency, equity, and impact on economic growth of current and proposed future environmental legislation. Prerequisite: 150. **{S}** 4 credits
Mark Aldrich
Offered Spring 2002

230 Public Policy and Natural Resources
This course will give students a solid foundation in U.S. natural resource and environmental policies, policy making, and problem solving. After surveying the history of U.S. natural resource and environmental policy, the course will focus on key participants (individuals, groups, and institutions) in the contemporary domestic and international policy-making process, including environmental organizations, Congress, and the presidency. It will conclude with an overview of global natural resource and environmental issues and controversies. By evaluating case studies and writing a term

paper, students will learn an interdisciplinary method of appraising and identifying alternatives to problematic public policies. This course can be counted toward both the minor in environmental science and policy and the minor in public policy. It is open to sophomores, juniors, and seniors. **{N}** 4 credits
Deborah Trefts
Offered Fall 2001

250 Race and Public Policy in the United States
Explanation of current policy issues regarding race. Topics include voting rights, compensation, public and private education, bilingual education, and affirmative action in employment. Recommended background: PPL 220a or a course in American government. **{S}** 4 credits
Randall Bartlett
Offered Fall 2001

GOV 254 Politics of the Global Environment
An introductory survey of the environmental implications of the international political economy. The focus is on the changing role of the state and the politics of industrial development. Special emphasis is devoted to the controversies and issues that have emerged since the 1950s, including the tragedy of the commons, sustainable development, global warming, and environmental security. Special attention is also accorded to North-South relations and the politics of indigenous peoples. Prerequisite: 241 or permission of the instructor. **{S}** 4 credits
Gregory White
Offered Fall 2001

265 Public Policy and Creativity
Why should creative people think about public policy? What public policy outcomes sustain or dissuade creativity? How can international policy threaten artistic expression? Do new technologies challenge or encourage creativity and its expression? What rights do artists and writers have in creative output? What is the nature of authorship in our digital age? Where is the creative person in the new international policy framework? How will the World Trade Organization (WTO) impact creativity? How does creative expression interact with the polity and the economy? In this seminar we will cover public policy arrangements and outcomes bearing on the creative process, including public policy mechanisms and creativity, the nature of authorship, intellectual property in global trade, the new international treaty framework, free expression and censorship, novelists and state elites, indigenous knowledge, literary property in novels and films, the digital book, the Napster case, and digital public policy. (E) **{L/S}** 4 credits
Not offered in 2001–2002

270 Global Marine Mammal and Fishery Policy
Worldwide, a large number of marine fishes and mammals are on the brink. In North America, 82 marine fish species are threatened with extinction due to intensive overfishing, habitat destruction, and pollution. This course examines the problems of declining salmon, shad, groundfish, tuna, swordfish, sharks, whales, seals, porpoises, manatees and many other species, as well as global and regional policies and management strategies intended to address them. Assigned readings are drawn not only from the scholarly literature, but also from the growing body of popular literature written by experienced fishers and journalists. Prerequisites: at least one PPL, GOV, or international relations course, and one marine science course, or permission of the instructor. (E) **{N}** 4 credits
Deborah Trefts
Offered Spring 2002

GOV 306 Seminar: Politics of the Environment
Politics and the Environment.
An examination of environmental policy making within the federal government, with special emphasis on how Congress deals with environmental policy issues. A variety of substantive policy areas from clean air to toxic waste will be covered. Students will complete research papers on an environmental policy topic of their choice. Prerequisite: a 200-level course in American government. **{S}** 4 credits
Donald Baumer
Offered Spring 2002, Spring 2003

SOC 313 Seminar: America's People
Immigrants and Exiles.
The sociology and politics of immigration and asylum policies in the United States and selected other countries. Consideration of the image and role of the "stranger," nativist movements and restrictive practices as well as strategies of integration, mutual assistance, and "bloc power." Special consideration of political refugees and those internally displaced. **{S}** 4 credits
To be announced
Offered Fall 2002

390 Senior Public Policy Workshop
An assessment of several current policy controversies undertaken as group projects. Policy recommendations made by groups that recognize both technical advisability and political feasibility. Limited to seniors who are completing the program in public policy, or other seniors with permission of the instructor. **{S}** 4 credits
To be announced
Offered Spring 2002, Spring 2003

404 Special Studies
By permission of the director.
4 credits
Offered both semesters each year

The Minor

Director: Donald Baumer, Professor of Government.

Advisers: Randall Bartlett (Economics); Donald Baumer (Government); John Burk, (Biological Sciences); H. Allen Curran (Geology); Deborah Haas-Wilson (Economics).

The minor consists of six courses:
GOV 207 or PPL 220
Any two public policy electives;
Any two courses from departmental offerings that have substantial policy content (to be selected in consultation with a minor adviser);
PPL 390.

Religion and Biblical Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Thomas Sieger Derr, Jr., M.Div., Ph.D
Karl Paul Donfried, Dr.Theol.
Carol G. Zaleski, Ph.D., *Chair*
†[2] Peter N. Gregory, Ph.D.

Associate Professor
†[2] Lois C. Dubin, Ph.D.

Assistant Professors
Keith Lewinstein, Ph.D. (History and Religion and Biblical Literature)
Vera Shevzov, M.Div., Ph.D.
†[1] Joel S. Kaminsky, Ph.D.

Yehan Numata Lecturer in Buddhist Studies
Jamie Hubbard, Ph.D.

Instructor
Andrew N. Rotman

Lecturers
Mohammad Jiyad, Ph.D., Five College Lecturer in Arabic (at Smith College under the Five College Program)
Philip Zaleski, B.A.
J. Wesley Boyd, M.D., Ph.D.
Darryl Caterine, Ph.D.
Elizabeth E. Carr, Ph.D.

Research Associates
Benjamin Braude, Ph.D.
Philip Zaleski, B.A.
Edward Feld, M.H.L.

Information on language courses in Hebrew, Greek, Arabic, etc. is listed on pp. 319–20.

200-level courses open to all students unless otherwise stated.

Colloquia are primarily reading and discussion courses limited to 20 students unless otherwise indicated.

100-Level Courses

101 Religion as a Human Experience
Diverse interpretations of religion and its role in contemporary life, as found in works of autobiography, fiction, comparative mythology, philosophy, psychology, and social commentary. Readings from spiritual classics (such as *Black Elk Speaks, I and Thou*) as well as from writers who have helped to shape the contemporary study of religion (such as William James, Peter Berger, Paul Tillich, A.K. Ramanujan, Mircea Eliade, C.S. Lewis). Occasional films and guest lectures. **{H/L}**
4 credits
Carol Zaleski
Offered Fall 2001

105 Introduction to World Religions
Buddhism, Chinese religion, Christianity, Hinduism, Islam, and Judaism. The spirit of each tradition as revealed in one of its classical texts. **{H} WI**
4 credits
Peter Gregory, Director, Fall 2001
Members of the department
Offered Fall 2001, Fall 2002

110 Colloquia: Thematic Studies in Religion
Directed discussion of themes and approaches to the study of religion. Recommended for upper-level as well as first-year students. 4 credits

Spiritual Writing
A critical examination of the genre of spiritual writing as it has emerged in the 20th century, with attention to its history, variety of literary forms,

and prevalent themes. Readings from works by Annie Dillard, T.S. Eliot, C.S. Lewis, and Jacques Lusseyran, as well as excerpts from the *Best Spiritual Writing* series. Among other assignments, students will have the opportunity to produce original pieces of spiritual writing modeled upon the works studied. **{L} WI**
Philip Zaleski
Offered Spring 2002

Women Mystics' Theology of Love
This course studies the mystical writings of Hildegard of Bingen, Hadewijch, Julian of Norwich, and Teresa of Avila, and their relevance to contemporary spirituality. Focus on their life journeys in terms of love, creativity, healing, and spiritual leadership. Occasional films and music. **{H}**
Elizabeth Carr
Offered Spring 2002

Politics of Enlightenment
Thematic and biographical survey of Buddhist attitudes to the religious person in a social, political world; overview of doctrinal statements and focus on such problematic issues as women in Buddhism, Tibetan Buddhism in exile, the monks' war in Vietnam, and Western Buddhism. **{H}**
Jamie Hubbard
Offered Spring 2003

200-Level Courses

No prerequisites unless specified.

201 Colloquium: Approaches to the Study of Religion
An introduction to various approaches that have characterized the modern and postmodern critical study of religion. The course explores the development of the field as a whole and its interdisciplinary nature. The first part of the course focuses on approaches found in disciplines such as anthropology, sociology, psychology and phenomenology. The second part examines the application of these approaches to the study of one particular religious phenomenon. Some potential topics are: sacrifice, prayer, fundamentalism, pilgrimage, asceticism. **{H/S}** 4 credits
Lois Dubin and Carol Zaleski
Offered Spring 2002, Spring 2003

210 Introduction to the Bible I
The Hebrew Scriptures (Old Testament). A survey of the Hebrew Bible and the historical and cultural context in which it flourished. Critical reading and discussion of its narrative components as well as an introduction to the prophetic corpus and selections from the wisdom literature. **{H/L}** 4 credits
Karl Donfried, Fall 2001
Joel Kaminsky, Fall 2002
Offered Fall 2001, Fall 2002

220 Introduction to the Bible II
The literature of the New Testament in the context of its first-century development. Particular attention to the theology of Paul, the synoptic gospels, Jesus and the Johannine community. Occasional films. **{H/L}** 4 credits
Karl Donfried
Offered Spring 2002, Spring 2003

222 Archaeology at Qumran: The Dead Sea Scrolls, Judaism and Christianity
An exploration of the archaeological excavations at Qumran and an examination of the writings found at the site, commonly referred to as the Dead Sea Scrolls, for the purpose of understanding the beliefs and practices of this religious community as well as for the new knowledge they provide about Judaism, the origins of Christianity and the interaction of the two. Occasional films. **{H/L}** 4 credits
Offered Fall 2002

255 Christian Origins: Archaeological and Social-Historical Perspectives
The integration of Biblical and historical studies, geographical setting, and available archaeological materials to create a sense of the first-century religious and social context of such New Testament cities as Corinth, Athens, Thessalonica, Philippi, Ephesus, and Rome. The relevance of nonliterary sources for the study of the New Testament, with particular reference to the Pauline letters and the *Book of Acts*. Illustrated lectures. Recommended background: 220. **{H}** 4 credits
Offered Spring 2003

230 Christianity and Culture I (30–1000)
The early Christian Church from its New Testament beginnings to its establishment as the official religion of the Empire. Emphasis on the development

of the Bible, ecclesiastical authority, creeds and councils, martyrdom, monasticism, and such factors as heresy and persecution. Classic texts such as Augustine's *Confessions*, major theologians, and the beginnings of medieval Christianity. Occasional films. **{H/L}** 4 credits
Karl Donfried
Offered Fall 2001, Fall 2002

234 Judaism and Feminism
An introduction to major works and issues in the contemporary feminist reconstruction of Judaism. Examines the possibilities for new relations to the Jewish tradition through recovery of Jewish women's history and experience, critique and reinterpretation of classical texts, and changing conceptions of God, community, ritual, and sexuality. **{H/S}** 4 credits
Lois Dubin
Offered Fall 2001

235 Jewish Spirituality: Philosophers and Mystics
The rise of Jewish philosophy and mysticism *(Kabbalah)*, and their development as complementary yet often competing spiritual paths. The expression of philosophy and mysticism in individual piety, popular religious practice, and communal politics. Readings from Maimonides, the *Zohar*, and other major works, as well as personal documents of religious experience and thought. All readings in English. **{H}** 4 credits
Lois Dubin
Offered Fall 2001

236 Jews and Judaism in the Modern World
A survey of Jewish thought, experience, and popular movements from the 16th to the 20th centuries. Emphasis on changing identities of Jews as outsiders and insiders in modern societies. Topics include the ongoing traditions of Jewish philosophy and mysticism; the development of Reform, Conservative, Orthodox, and Reconstructionist denominations; diverse Jewish responses to the modern nation-state, America, the Holocaust, and feminism. **{H}** 4 credits
Lois Dubin
Offered Spring 2002

237 Religion in America
Religious thought and institutions in America; their interaction with American culture and with each other. Major religious traditions and thinkers from the 17th century to the present. **{H}** 4 credits
Darryl Caterine
Offered Spring 2002

239 Latin American and Latino/a Religions
Overview of religious history in three geocultural areas—Mexico, Cuba, and the United States—from the 16th century to the present. Emphasis on the use of myth and ritual to maintain and resist political power in the context of New World colonialism. Themes include religion and violence, cultural appropriation of religious traditions, and religion in the construction of ethnocultural identity. (E) **{H} 4 credits**
Darryl Caterine
Offered Spring 2002

240 Contemporary Christianity: Crisis and Reflection
Readings from prominent Protestant, Catholic, and Eastern Orthodox thinkers from the Enlightenment to contemporary times. Diverse Christian responses to influential modern and postmodern social, political, and philosophical trends including "modernism." Marxism, World War II and the Holocaust, feminism, pluralism, and globalism. **{H}** 4 credits
Vera Shevzov
Offered Spring 2002

242 Mary: Images and Cults
Whether revered as the Birth-Giver of God or simply remembered as a Jewish peasant woman, Mary has both inspired and challenged generations of Christian women and men. This course focuses on key developments in the "history of Mary" since Christian times to the present. How has her image shaped Christianity? What does her image in any given age tell us about personal and collective Christian identity? Topics include Mary's "life"; rise of the Marian cult; Mary and the Papacy; differences among Protestant, Catholic and Orthodox Christians; apparitions (e.g., Guadalupe and Lourdes); miracle-working icons; Mary, liberation and feminism. Liturgical, devotional, and theologi-

cal texts, art, music, and film. {H} 4 credits
Vera Shevzov
Offered Fall 2001, Fall 2002

245 Religion and Literature
Explores the implicit and explicit religious themes that are found in works of literature from a variety of genres. Special attention will be paid to issues of "world construction" and narrative, as well as the problematic distinction between fact and fiction. Readings will include works by Dostoevsky, Zora Neale Hurston, Malcolm X, Flannery O'Connor, Peter Shaffer, and others. {H/L} 4 credits
J. Wesley Boyd
Offered Fall 2001

250 Social Ethics I
Religious and other bases for social ethics. Natural law and situational morality; love, justice, and punishment; sexuality, marriage, and divorce; population control; death and dying; abortion, genetic control, and other topics in medical practice; race relations and affirmative action. {H/S} 4 credits
Thomas Derr
Offered Fall 2001, Fall 2002

251 Social Ethics II
The bearing of ethics on the understanding of the state, the economic order, and international affairs. Power, violence, and vengeance; revolution and order; civil disobedience; human rights; development and world hunger; pacifism and the just war; environmental ethics; property and poverty; business ethics; religious liberty. {H/S} 4 credits
Thomas Derr
Offered Spring 2002

260 Psychology of Religion
The nature of religious consciousness. Topics include psychological theories of the origin of religion; ancient and modern techniques for the "cure of souls"; religion and the life cycle; religion and depth psychology; religion and social psychology. Readings from James, Freud, Jung, Erikson, Lifton, and others. {H/S} 4 credits
Carol Zaleski
Offered Spring 2002

263 Philosophy of Religion
The art of asking the big questions. Classic and contemporary discussions of the existence of God, the problem of evil, faith and reason, life after death, mysticism and religious experience, myth and symbol. Readings from Plato, Anselm, Kant, Kierkegaard, James, Otto, Eliade and others. {H} 4 credits
Carol Zaleski
Offered Spring 2003

270 Religious History of India: Ancient and Classical Periods from c. 1500 B.C. to c. A.D. 500
An introduction to the development and thought of the major religious traditions, with readings in the Vedas, Upanishads, Buddhist literature, the epics, the Bhagavad-Gita, and others. {H} 4 credits
Andrew Rotman
Offered Spring 2002

271 Religious History of India: Medieval and Modern Periods from c. A.D. 500 to the Present
An introduction to the religious thought of Sankara, Ramanuja, and others; the tantric traditions, rise of bhakti and the Krishna cult; Islam in India; religious phenomena such as the temple, festival, sadhu; the impact of the British on Indian religion. The thought of modern religious figures: Gandhi, Ramakrishna, and others. {H} 4 credits
Andrew Rotman
Offered Fall 2001

272 Buddhist Thought
Enduring patterns of Buddhist thought concerning the interpretations of self, world, nature, good and evil, love, wisdom, time, and enlightenment as revealed in a careful reading of two major Mahayana texts. Enrollment limited to 35. {H} 4 credits
Peter Gregory
Offered Spring 2002

275 The Islamic Tradition
The Islamic religious tradition from its beginnings in 7th century Arabia through the present day, with particular emphasis on the formative period (A.D. 600–1000) and on modern efforts at reinterpretation. Topics include Muhammad and the Qur'an, prophetic tradition, sacred law, ritual, sectarian-

ism, mysticism, dogmatic theology, and popular practices. Emphasis on the ways Muslims in different times and places have constructed and reconstructed the tradition for themselves. **{H}** 4 credits
Keith Lewinstein
Offered Spring 2002

278 Religion and Politics in Islam
The relationship between authority and power in the Islamic world from the 7th century to the present day. How has religious authority been used to legitimize and (in some cases) delegitimize political power? What is the historical context of today's Muslim activism? Does the tradition of Muslim political thought lend itself more easily to active struggle against injustice or quiet acceptance? In what ways does the classical tradition resonate with contemporary Muslim thinkers? Attention both to theoretical writings and to particular cases (e.g., the Islamic revolution in Iran; Muslim activism in modern Egypt). **{H}** 4 credits
Keith Lewinstein
Offered Fall 2001

279 Colloquium: Buddhist Studies
Buddhism in America.
This course will survey various forms of Buddhism in America and their history, from the middle of the 19th century to the present. Topics to include: Japanese American Buddhist pioneers; Buddhist and Western thought; World Parliament of Religions (1893); Buddhist churches of America (Jodo Shinshu); Zen and the beats; Soka Gakkai; Chinese Buddhism in America; insight meditation movement; Buddhism of the new immigrants; "Tibetan" Buddhism, etc. Enrollment limited to 20. **{H}** 4 credits
Peter Gregory
Offered Spring 2002

280 Japanese Buddhism: Ancient Japan through the 19th Century
The development of Buddhism and other religious traditions in Japan from prehistory through the 19th century. Topics include doctrinal development, church/state relations, and the diffusion of religious values in Japanese culture, particularly in the aesthetic realm (literature, gardens, tea, the martial arts, etc.). **{H}** 4 credits
Jamie Hubbard
Offered Fall 2002

281 Japanese Buddhism in the Contemporary World
Aspects of contemporary Japanese religious life, including the impact of European thought, Buddhism and Japanese nationalism, the export of Zen and import of Christianity, contemporary monasticism, and Buddhist aesthetics. Particular attention to attempts at institutional reform within traditional Buddhist sects and the emergence of new religious movements. **{H}** 4 credits
Jamie Hubbard
Offered Fall 2001

300-Level Courses

Prerequisites as specified.

320 Seminar: New Testament
The Jesus Controversy: What's All the Fuss?
How is one to understand the recent surge in conflicting portrayals of Jesus? Who is the Jesus behind the Gospel narratives? A critical survey of controversial literature identified by the media as the voices of learned consensus, a rigorous examination of the Dead Sea Scrolls as well as a careful review of recent excavations and discoveries in Israel in order to gain insight into these tantalizing questions. Prerequisite: either FYS 111, Rel 210, 213, 220, 230 or permission of the instructor. **{H/L}** 4 credits
Karl Donfried
Offered Spring 2002

336 Seminar: Topics in Christianity and Culture
Russian Religious Thought and Spirituality.
An exploration of leading trends and thinkers in 19th- and 20th-century Russian Orthodoxy. Topics include Church and State; the role of the elder or *starets*; women's monasticism; icons; A. Khomiakov and the concept of *sobornost*; V. Soloviev; L. Tolstoy; S. Bulgakov and Sophiology; P. Florensky; the Church during the Revolution and its aftermath. Readings of primary sources in translation. **{H}** 4 credits
Vera Shevzov
Offered Spring 2003

353 Seminar: Medical Ethics
The moral problems of dying, abortion, genetic alteration, behavior control, experiments on humans, and other issues. **{H/S}** 4 credits
Thomas Derr
Offered Fall 2001, Fall 2002

354 Seminar: Business Ethics
Ethical problems arising in the conduct of business, including the social responsibility of corporations, property rights and responsibilities, product safety and liability, employee relations, stockholder relations, fairness in taxation, advertising, pricing, just wages, conflicts of interest, bribes at home and abroad, and the motivation of owners and managers. **{H/S}** 4 credits
Thomas Derr
Offered Spring 2002

360 Seminar: Topics in the Philosophy of Religion
Immortality.
The many faces of immortality in religious and philosophical reflection. Readings from scriptures and classics (such as the Bible, Plato, the Upanishads, and selections from *The Book of Heaven*) as well as scholarly and controversial literature. Examines changing conceptions of heaven, hell and purgatory; the relation between immortality and resurrection; the implications of near-death experience; the problem of mind-body dualism; and the nature of the beatific vision. Prerequisite: 263 or permission of the instructor. **{H}** 4 credits
Carol Zaleski
Offered Fall 2002

370 Seminar: South Asian Religious Literature
Visual Culture.
How does one make sense of what one sees in South Asia? What is the visual logic behind the production and consumption of images, sculpture, and film? This course considers the visual world of South Asia, focusing in particular on the religious dimensions of visuality. Topics include the divine gaze (darshana) in Hindu and Buddhist contexts, the role of god-posters (chromolithographs) in religious ritual, the function of temple sculpture, and the social significance of clothing as well as commercial films. **{H/A}** 4 credits
Andrew Rotman
Offered Spring 2002

372 Seminar: Problems in Buddhist Philosophy
The Life and Thought of Dogen.
Explores the ways in which the treatment of some of the perduring problems in Buddhist philosophy is shaped by their historical context, by examining the life and thought of the medieval Japanese Zen thinker Dogen (1200–1253). **{H}** 4 credits
Peter Gregory
Offered Fall 2001

400 Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 2 to 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, normally for senior majors who have had four semester courses above the introductory level. 8 credits
Full-year course; offered each year

Language Courses

Credit is not granted for the first semester only of an introductory language course.

ARA 100d Elementary Arabic
A year-long course that introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, then develops vocabulary for everyday use and provides essential communicative skills relating to real-life and task-situations (queries about personal well-being, family, work, and telling the time). The course combines a proficiency and content-based approach that stresses reading, writing as well as speaking skills. Students are also introduced to using an Arabic dictionary. **{F}** 8 credits
Mohammad Jiyad
Full-year course; offered Fall 2001, Spring 2002

Note: A reading knowledge of foreign languages, both modern and classical, is highly desirable and is especially recommended for those students planning a major or minor in the area of religious studies.

Students who take the introductory courses in Latin or Greek in the classics department, or Hebrew in the Jewish Studies Program, will receive credit for these toward their religion major upon completion of an advanced course in religious texts (REL 287). Similar arrangements can be made for other languages (for example, Arabic, Chinese, Sanskrit).

The Major

Advisers: Thomas Derr, Karl Donfried, Lois Dubin, Peter Gregory, Jamie Hubbard, Vera Shevzov, Carol Zaleski.

Adviser for Off-Campus Study: Vera Shevzov.

Requirements for majors in classes 2001, 2002

Requirements: 12 semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions), preferably in the first year or the sophomore year.
2. At least one course from each of the following four groups, of which at least three will normally be taken in the department:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 240, 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275.
3. Every major must take at least one seminar originating in the department.
4. Courses counting toward the major may not be taken S/U.

Requirements for majors beginning with the class of 2003

Twelve semester courses, two of which, at the recommendation of the adviser, may be related courses in other departments. Each major's course program must meet the following requirements. No course may be counted twice toward the fulfillment of the requirements.

1. Breadth
   Fulfilled normally by taking two courses: a 200-level course in a monotheistic tradition and a 200-level course in a non-monotheistic tradition. 105 (Introduction to World Religions) may be taken in place of one of these two courses.
2. Depth
   At least one course from each of the following four groups, of which at least three will normally be taken in the department:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 280
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275.
3. Every major must take 201 (Approaches to the Study of Religion).
4. Every major must take at least one seminar originating in the department.
5. Courses counting toward the major may not be taken S/U.

The Minor

Advisers: Same as for the major.

Requirements for minors in classes 2001, 2002

Requirements for five semester courses. Each minor's course program must meet the following requirements:

1. Familiarity with world religions. Fulfilled normally by taking 105 (Introduction to World Religions).

2. Four other courses drawn from at least three of the following four groups:
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 101, 240, 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275.
3. Courses counting toward the minor may not be taken S/U.

Requirements for minors beginning with the class of 2003

1. five semester courses. At least one course must be drawn from each of the following four groups. No course may be counted twice toward the fulfillment of the requirements.
   a. textual interpretation: 210, 220
   b. critical and systematic reflection: 250, 251, 260, 263
   c. non-monotheistic traditions: 270, 271, 272, 273
   d. monotheistic traditions: 230, 231, 232, 235, 236, 275.

2. Courses counting toward the minor may not be taken S/U.

Honors

Director: Vera Shevzov.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Requirements: same as for the major and a thesis, normally written in both semesters of the senior year (430d), with an oral examination on the thesis. In special cases, the thesis may be written in the first semester of the senior year (431).

Graduate

Adviser: Vera Shevzov.

580 Advanced Studies
4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
8 credits
Full-year course; offered each year

Admission to graduate study in religion will normally be restricted to those qualified applicants whose personal circumstances preclude their application to regular graduate programs elsewhere. In addition to the eight courses and thesis required by college rules for the master's degree, the department may require a course or courses to make up for deficiencies it finds in the general background of a candidate. Candidates must demonstrate a working knowledge of at least one of the languages (other than English) used by the primary sources in their field. Courses taken to acquire such proficiency will be in addition to the eight required for the degree. An oral examination on the completed thesis is expected.

Russian Language and Literature

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[2] Maria Nemcová Banerjee, Ph.D., *Chair*
**[1] Alexander Woronzoff-Dashkoff, Ph.D.

Senior Lecturer
Catherine Woronzoff-Dashkoff, A.B.

Language

Credit is not granted for the first semester only of an introductory language course.

100d Elementary Russian
Four class hours and laboratory. **{F}** 8 credits
Catherine Woronzoff-Dashkoff
Full-year course; offered each year

220d Intermediate Russian
General grammar review. Selections from Russian texts, not exclusively literary. Prerequisite: 100d or the equivalent. **{F}** 8 credits
Alexander Woronzoff-Dashkoff
Full-year course; offered each year

331 Advanced Russian
Readings and discussion of texts taken from classical and Soviet literature, as well as current journals. Intensive practice in writing. Prerequisite: 220 or permission of the instructor. **{F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Fall 2001, Fall 2002

332 Advanced Russian
A continuation of 331. Extensive translation of current material from Russian to English, and intensive practice in writing. Prerequisite: 331. **{F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2002, Spring 2003

338 Studies in Language and Literature
Advanced study of a major Russian literary text. **{L/F}** 4 credits

Tolstoy's Anna Karenina
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Fall 2002

Readings of Pushkin
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Fall 2001

Mikhail Bulgakov's Master *and* Margarita
Discussion, conversation, oral reports, papers. Prerequisite: 332 or permission of the instructor. **{L/F}** 4 credits
Catherine Woronzoff-Dashkoff
Offered Spring 2003

Russian Fairy Tales
Prerequisite: 332 or permission of the instructor.
Catherine Woronzoff-Dashkoff
Offered Spring 2002

Literature

126 Readings in 19th-Century Russian Literature
Alienation and the Search for Identity.
A study of the individual's struggle for self-definition in society: from the superfluous man, through the underground man, to the role of women. Emphasis on the social, political, and ideological context of the works considered. Authors treated include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy, Dostoevsky, and Chekhov. In translation. **{L}** 4 credits
Maria Banerjee, Fall 2001
Alexander Woronzoff-Dashkoff, Fall 2002
Offered Fall 2001, Fall 2002

127 Readings in 20th-Century Russian Literature
Literature and Revolution.
The theme of revolution as a central concern of Soviet literature. Authors treated include Gorky, Bely, Blok, Mayakovsky, Pilnyak, Zamiatin, Gladkov, Babel, Sholokhov, Pasternak, Solzhenitsyn. In translation. **{L}** 4 credits
Alexander Woronzoff-Dashkoff
Offered Spring 2003

235 Dostoevsky
A close reading of all the major literary works by Dostoevsky, with special attention to the philosophical, religious, and political issues that inform Dostoevsky's search for a definition of Russia's spiritual and cultural identity. In translation. **{L}** 4 credits
Maria Banerjee
Offered Spring 2002

237 The Heroine in Russian Literature from *The Primary Chronicle* to Turgenev's *On the Eve*
Examination of the changing portrayal of the exemplary female identity and destiny and the attendant literary conventions in some of the major texts of the following periods: medieval (Kievan and Muscovite), classical (18th century), and the age of romantic realism. In translation. **{L} WI** 4 credits
Maria Banerjee
Offered Spring 2003

239 Major Russian Writers
Women's Memoirs and Autobiographical Writings in Russia.
A study of Russian culture, history and literature through outstanding examples of women's autobiographical writings from the 18th to the 20th century. The course will focus on issues of gender, class, race, and disguise, among others. Authors to include Ekaterina Dashkova , Nadezhda Durova, Marina Tsvetaeva, Evgeniia Ginzburg, and Yelena Khanga. (E) **{L}** 4 credits
Alexander Woronzoff-Dashkoff
Offered Fall 2001

Cross-Listed Courses

CLT 223 Forms of Autobiography
Women's Autobiographies in Russia and the West.
A study of women's autobiographies from the 18th to the 20th centuries. The course will examine the historical and cultural contexts as well as issues of gender, class, race, disguise, etc. Works by Ekaterina Dashkova, Nadezhda Durova, Virginia Woolf, Marina Tsvetaeva, Maxine Hong Kingston, and Maya Angelou. **{L/H}**
Alexander Woronzoff-Dashkoff (Russian Language and Literature)
Not offered in 2001–02

CLT 305 The Philosophical Novel
This course charts the evolution of the theme of reason and its limits in the European novel of the modern era. Beginning with an examination of humanist assumptions about the value of reason in Rabelais, the course will focus on the Central European novel of the 20th Century, the age of "terminal paradoxes." Texts will include Dostoevsky's *Notes from the Underground*, Kafka's *The Trial*, Musil's *Man without Qualities*, and Kundera's *The Joke*, *The Farewell Party*, and *The Unbearable Lightness of Being*.
Maria Banerjee
Not offered in 2001–02

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; Lafayette's *The Princesse of Clèves*; Goethe's

Faust; Tolstoy's *War and Peace*. Prerequisite: GLT 291. **{L} WI** 4 credits
Maria Banerjee (Russian Language and Literature), Director
Lecture and Discussion
Maria Banerjee (Russian Language and Literature)
Robert Hosmer (English Language and Literature)
Offered Spring 2002

404 Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 4 credits
Offered both semesters each year

408d Special Studies
By permission of the department, for majors who have had four semester courses above the introductory level. 8 credits
Full-year course; offered each year

The Majors

Adviser for Study Abroad: Alexander Woronzoff-Dashkoff.

Russian Literature

Advisers: Members of the department.

Basis: 220d, 126 and 127.

Required courses: 331 and 332 and one semester of 338 and two of the following: 234, 235, 236, 237, 239, CLT 223, CLT 305, GLT 292.

One required seminar: 340, 346, HST 340, REL 336.

Strongly recommended: HST 239, HST 240, and HST 293.

Russian Civilization

Advisers: Members of the department.

Basis: 220d.

Required courses: 331 and 332 and two of the following: 126, 127, 234, 235, 237, 239, CLT 223, CLT 305, GLT 292 and three of the following: ECO 209, GOV 222, HST 239, HST 240, HST 247, HST 293, REL 231.

One required seminar: 340, 346, HST 340, REL 336.

Strongly recommended: 338.

Honors

Director: Maria Nemcová Banerjee.

431 Thesis
8 credits
Offered Fall 2001

Russian Literature

Basis: same as for Russian literature major.

Required courses: same as for Russian literature major. In addition, a thesis written in the first semester of the senior year.

Russian Civilization

Basis: same as for Russian civilization major.

Required courses: same as for Russian civilization major. In addition, a thesis written in the first semester of the senior year.

Science Courses for Beginning Students

Visiting faculty and some lecturers are generally appointed for a limited term.

Courses at the introductory or intermediate level that do not count toward the major are numbered 100–109 and 200–209.

Introductory science courses that serve as the basis of the major ususally are numbered 111 (and 112 if they continue into a second semester). Physics offers basis courses for students with differing backgrounds. Hence, after consulting with a faculty member, beginning students may choose between two physics courses PHY 115 and 116. Students with AP credit should consult with individual departments about advanced placement.

Of the following courses, most have no prerequisites. Read the course descriptions for complete information.

AST 102	Sky I: Time
AST 103	Sky II: Telescopes
AST 110	Exploring the Universe
AST 215	History of Astronomy
BIO 102	Human Genetics
BIO 104	Human Biology
BIO 111	Introduction to Biology
BIO 202	Landscape Plants and Issues
BIO 203	Landscape Plants and Issues Laboratory
BIO 204	Horticulture
BIO 205	Horticulture Laboratory
BIO 258	Conservation Biology Colloquium
CHM 100	The World Around Us
CHM 111	Chemistry I: General Chemistry
CSC 111	Computer Science
CSC 102	How the Internet Works
CSC 103	Issues in Artificial Intelligence
GEO 105	Natural Disasters: Understanding and Coping
GEO 108	Oceanography
GEO 109	The Environment
GEO 111	Introduction to Earth Processes and History
FYS 134	Geology in the Field
IDP 208	Women's Medical Issues
PHY 105	Principles of Physics: Seven Ideas that Shook the Universe
PHY 106	The Cosmic Onion: From Quantum World to the Universe
PHY 107	Musical Sound
PHY 115	General Physics I
PHY 116	General Physics II
PSY 111	Introduction to Psychology

Sociology

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1] Peter Isaac Rose, Ph.D.
**[2] Myron Peretz Glazer, Ph.D.
Richard Fantasia, Ph.D.

Visiting Professor
John Foran, Ph.D.

Associate Professors
Patricia Y. Miller, Ph.D., *Chair*
Nancy Whittier, Ph.D.
†[2] Marc Steinberg, Ph.D.

Assistant Professor
*[1] Elizabeth Wheatley, Ph.D.
*[2] Ginetta Candelario, Ph.D. (Sociology and Latin American Studies)

Lecturers
Alice Julier, M.A.
Kimberly Lyons, M.A.

Laboratory Instructor
Jill Ross

The prerequisite for all sociology courses is 101a or b, or permission of the instructor. All 300-level courses require the permission of the instructor.

101 Introduction to Sociology
For first-year students and sophomores; juniors and seniors with permission of the course director. Perspectives on society, culture, and social interaction. Topics include the self, emotions, culture, community, class, ethnicity, family, sex roles, deviance and economy. Colloquium format. **{S}** 4 credits
Patricia Miller, Director
Myron Glazer, Marc Steinberg, Ginetta Candelario, Kimberly Lyons, Fall 2001
Alice Julier, Patricia Miller, Spring 2002
Offered both semesters each year

201 Evaluating Information
An introduction to statistical and other strategies for summarizing and evaluating sociological data. Topics include: descriptive statistics, probability theory, correlation, presentation and assessment of research findings, deduction and induction, error and bias, confidence. **{M}** 4 credits
Nancy Whittier, Fall 2001
Elizabeth Wheatley, Fall 2002
Offered Fall 2001, Fall 2002, Fall 2003

202 Methods of Social Research
An introduction to the logic and methods of quantitative research, and a practicum designed to develop skill in survey design and techniques. Topics include: questionnaire construction, sample design, data analysis, causation, and explanatory research. Prerequisite: 201. **{S/M}** 4 credits
Patricia Miller
Offered Spring 2002, Spring 2003, 2004

203 Qualitative Methods
An introduction to qualitative methods and a practicum in the collection of interview material. The personal, ethical, and political aspects of field work and participant-observation will be emphasized. Prerequisite: 201. **{S}** 4 credits
Myron Glazer, Spring 2002
Offered Spring 2002, Spring 2003, Spring 2004

210 Deviant Behavior
An exploration of theories of deviance, research studies, and literature and film aimed at understanding origins of and responses to mental illness, drug abuse, rape and other crimes against women, white collar crime, corporate and governmental deviance, crime and juvenile delinquency,

homosexuality and homophobia, and rebellion. {S} 4 credits
Patricia Miller
Offered Fall 2001, Fall 2002, Fall 2003

211 Ethical Issues in Social Organizations
An analysis of unethical practices and abuses of power in government, business, and the professions. Whistle blowing, courageous behavior, and reactions to authority. Selected topics: the military; the C.I.A.; the E.P.A.; the D.O.E.; and the nuclear-power, automobile, and other industries. {S} 4 credits
Myron Glazer
Offered Spring 2002, Spring 2004

212 Class and Society
An introduction to classical and contemporary approaches to class relations, status, and social inequality. Topics include Marxian and Weberian analysis, social mobility, class consciousness, class reproduction, and the place of race, gender and sexuality in systems of social stratification. {S} 4 credits
Alice Julier, Fall 2001
Richard Fantasia, Fall 2002
Offered Fall 2001, Fall 2002, Fall 2003

213 Ethnic Minorities in America
The sociology of a multiracial and ethnically diverse society. Comparative examinations of several American groups and subcultures. {S} 4 credits
Ginetta Candelario
Offered Spring 2002, Spring 2003, Spring 2004

214 Sociology of Hispanic Caribbean Communities in the United States
This course surveys social science research, literary texts and film media on Cuban, Dominican, and Puerto Rican communities in the United States. Historic and contemporary causes and contexts of (im)migration, settlement patterns, labor market experiences, demographic profiles, identity formations, and cultural expressions will be considered. Special attention will be paid to both inter- and intra-group diversity, particularly along the lines of race, gender, sexuality and class. {S} 4 credits
Ginetta Candelario
Offered Fall 2001, Fall 2003

215 The Sociology of Crime
Critical analyses of sociological theories of crime and the social construction of criminality, with empirical emphasis on institutional approaches to crime control. Various social forces influencing the construction and application of criminal definitions in society will be explored. Particular attention will be paid to theories of crime and to the political dimensions of crime control in the United States. Prerequisite: 101. (E) {S} 4 credits
Kimberly Lyons
Offered Spring 2002, Spring 2003

216 Social Movements
This course provides an in-depth examination of major sociological theories of collective action and social movements. Emphasis will be placed on the analysis of social movement dynamics including recruitment and mobilization, strategies and tactic, and movement outcomes. The empirical emphasis will be on modern American social movements including student protest, feminist, civil rights, and sexual identity movements. {S} 4 credits
Marc Steinberg
Offered Spring 2002, Spring 2003, Spring 2004

218 Urban Sociology
A study of the sociological dimensions of urban life. Main areas of inquiry: the processes of urban change; the city as a locus of various social relationships and cultural forms; urban poverty and social conflict; homelessness; and strategies for urban revitalization. {S} 4 credits
Richard Fantasia
Offered Spring 2002, Spring 2003, Spring 2004

219 Medical Sociology
This course draws on sociological and interdisciplinary frameworks to examine features of the production and distribution of medical care; the social relations of medical practice; the social construction of disease; and the experience of illness. Medicine as a social institution and profession, and the wider social and economic relations that influence health and shape the experience of illness are considered. Lectures and readings address the following: The Structural Organization of

Medical Care; Professional Dominance, Medicalization, and Social Control; Marxist Critiques of Capitalist Health Care; The Social Production of Disease; Challenging Medical Authority; Popular Epidemiology and the Politics of Risk; The Social Construction of Disease; Professionalization of Physicians; Interaction and Communication in Medical Practice; Culture/Experience/Illness. **{S}** 4 credits
Elizabeth Wheatley
Offered Spring 2002, Spring 2003, Spring 2004

224 Family and Society
This course examines the relationship between the ideals, perceptions and experiences of family life in American society and the larger, social historical context in which they occur. General topics will include the historical transformation of the family, the creation and maintenance of contemporary family structures, the social construction of family crisis and the future of the family. **{S}** 4 credits
Alice Julier
Offered Fall 2001, Fall 2002

229 Sex and Gender in American Society
An examination of the ways in which the social system creates, maintains, and reproduces gender dichotomies with specific attention to the significance of gender in interaction, culture, and a number of institutional contexts, including the economy, politics, and the family. **{S}** 4 credits
Nancy Whittier
Offered Fall 2001, Fall 2002, Fall 2003

249 AIDS and Society
This course draws on sociological and interdisciplinary frameworks to consider the social and political significance of AIDS as a local and global phenomenon. Readings include perspectives from sociology, cultural studies, political economy, social history, anthropology, public health and literature. Readings encompass microscopic and macroscopic emphases and involve research conducted in the United States and abroad. Lectures and readings address the following themes: AIDS Research and the Social Construction of Knowledge, Public Health and the Politics of Prevention; AIDS in Cultural and Subcultural Contexts; Experiencing AIDS: Positions and Perspectives; AIDS Activism and Social Change; and the Politics and Ethics of AIDS Research. (E) **{S}** 4 credits
Elizabeth Wheatley
Offered Spring 2004

250 Theories of Society
Critical analysis and application of theories of society focused chiefly on the works of Marx, Weber, Durkheim, and early feminist and African-American theorists, with emphasis on their theories of the development, stratification, social structure, group conflicts, and consequences of capitalism for modern industrial societies. Enrollment limited to 40. **{S}** 4 credits
Marc Steinberg, Fall 2001, Fall 2003
Offered Fall 2001, Fall 2002, Fall 2003

265 Development and Its Alternatives
This course will introduce students to the sociology of development, that is, the study of processes of change in the Third World (Latin America, Africa, Asia, and the Middle East). Attention will be given to such issues as what development means, how societies attempt to develop and what results, what roles are played by women, minority populations, poor people, intellectuals, and the state in these processes, and what alternatives exist to present realities around the world. A unique feature of this course will be use of the case method of learning, an exciting student-centered approach to gaining analytic skills. (E) **{S/H}** 4 credits
John Foran
Offered Spring 2002

310 Seminar: The Sociology of Courageous Behavior: Gender, Community and the Individual
The application of theory and research in contemporary sociology, with particular emphasis on the study of loss, adversity, and courageous response. Case studies include the analysis of ordinary people and extraordinary evil, women's involvement in the anti-Apartheid struggle in South Africa, the oppressive Communist society in Czechoslovakia, resistance in concentration camps and ghettos and rescuers of Jews during the European Holocaust. Women's memoirs will serve as a major source. Admission by permission of the instructor. **{S}** 4 credits
Myron Glazer
Offered Fall 2001, Fall 2002, Fall 2003

311 Seminar: Contemporary Sociological Theory
A comparative analysis of the wide variety of paradigms in contemporary social theory. These examinations will be topic-based, focusing on such issues as gender, race, power, class, self, postmodernity, culture, social change, ideology and consciousness, etc. Topics will be chosen in consultation with participants. Paradigms will include cultural and radical feminism, neo-marxism, poststructuralism, phenomenology, neo-functionalism, rational choice and other perspectives. Each unit will focus on how several such perspectives inform our understanding of the topic in question. Prerequisite: 250a or permission of the instructor. **{S}** 4 credits
Marc Steinberg
Offered Spring 2002, Spring 2004

313 Seminar: America's People
Immigrants and Exiles.
The sociology and politics of immigration and asylum policies in the United States and selected other countries. Consideration of the image and role of the "stranger," nativist movements and restrictive practices as well as strategies of integration, mutual assistance, and "bloc power." Special consideration of political refugees and those internally displaced. **{S}** 4 credits
To be announced
Offered Fall 2002

314 Seminar in Latina/o Identity
Latina/o Racial Identities in the United States.
This seminar will explore theories of race and ethnicity, and the manner in which those theories have been confronted, challenged and/or assimulated by Latina/os in the United States. Special attention will be paid to the relationship of Latina/os to the white/black dichotomy. A particular concern throughout the course will be the theoretical and empirical relationship between Latina/o racial, national, class, gender and sexual identities. Students will be expected to engage in extensive and intensive critical reading and discussion of course texts. 4 credits
Ginetta Candelario
Offered Spring 2002, Spring 2004

315 Seminar: The Body in Society
In this seminar we will draw on sociological and interdisciplinary perspectives to consider features of the social construction, regulation, control, and experience of the body. Through diverse theoretical frameworks, we will view the body both as a product of discourses (such as medical knowledge and practice, media representations, and institutional regimens), and as an agent of social activities and interactions in daily life. We will consider the salience of bodies in constituting identities, relationships, and differences; as bases for inequalities and forms of oppression; and as sites of resistance and struggles for change. **{S}** 4 credits
Elizabeth Wheatley
Offered Spring 2002, Spring 2003, Spring 2004

318 Seminar: The Sociology of Popular Culture
An examination of the social character of taste and the sociology of consumption, production, marketing, and design of various popular cultural forms. The course will consider "sites" of consumption, including the body and self, home and household, regional, ethnic-racial and political communities and global arrangements. Sociological and interdisciplinary approaches will be employed to consider the construction of cultural hierarchies, the commoditization of culture, and the ways in which popular cultural forms are appropriated by various social groups and are transformed in the movement from local to global markets. (E) **{S}** 4 credits
Richard Fantasia
Offered Fall 2001, Fall 2002, Fall 2003

321 Seminar: Globalization and Its Alternatives
This course will examine current debates about the nature of globalization, that is, the changing nature of the world economy and its impact on political, social, and cultural arrangements around the world, with special emphasis on the Third World and some attention to the United States. We will read on and discuss such topics as: what is new about the present world-economic system in light of the sociology of development, how people are affected by it, and what forms resistance to these developments is taking, covering

social movements based on class, gender, ethnicity, and the environment. Admission by permission of the instructor. (E) **{S/H}** 4 credits
John Foran
Offered Fall 2001

323 Seminar: Gender and Social Change
Theory and research on the construction of and change in gender categories in the United States, with particular attention to social movements that seek to change gender definitions and stratification, including both feminist and anti-feminist movements. Theoretical frameworks are drawn from feminist theory and social movement theory. Readings examine historical shifts in gender relations and norms, changing definitions of gender in contemporary everyday life, and politicized struggles over gender definitions. Themes throughout the course include the social construction of both femininity and masculinity, the intersection of race, class, and sexual orientation with gender, and the growth of a politics of identity. Case studies include feminist, lesbian and gay, right-wing, self help, anti-abortion, and pro-choice movements. **{S}** 4 credits
Nancy Whittier
Offered Spring 2002, Spring 2003, Spring 2004

General Courses

404 Special Studies
By permission of the department, for junior and senior majors.
4 credits
Offered both semesters each year

408d Special Studies
8 credits
Full-year course; offered each year

The Major in Sociology

Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Adviser for Study Abroad: Richard Fantasia.

Basis: 101.

Requirements: Ten semester courses beyond the introductory course (SOC 101): 250, 201, either 202 or 203, four courses at the 200 or 300 level, two additional courses either in sociology or, with approval of the major adviser, in related fields, and one seminar at Smith during the senior year—either SOC 310, 311, 313, 314, 315, 318, 323 and 324. Majors should consult with their advisers about the list of recommended courses approved by the department before selecting courses in related fields for major credit. Majors are strongly urged to take 201 and 250 in their sophomore or junior year. Normally, majors may not take 201, 202, 203 or 250 on a pass/fail basis.

The Major in Sociology and Anthropology

Advisers: Ravina Aggarwal, Ginetta Candelario, Richard Fantasia, Elliot Fratkin, Myron Glazer, Elizabeth Hopkins, Donald Joralemon, Frédérique Apffel Marglin, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Students majoring in sociology and anthropology need two advisers, one in the sociology program, one in the anthropology program.

Basis: SOC 101 and ANT 130 or ANT 131.

Requirements: ten semester courses above the basis.

SOC 201, SOC 250, ANT 330, a seminar in sociology, a seminar in anthropology, two additional courses in sociology, three additional courses in anthropology. Normally, majors may not take SOC 201 or SOC 250 on a pass/fail basis.

The Minor in Sociology

Advisers: Ginetta Candelario, Richard Fantasia, Myron Glazer, Patricia Miller, Peter Rose, Marc Steinberg, Elizabeth Wheatley, Nancy Whittier.

Requirements: 101, 201 and 250, three additional courses at the 200 or 300 level.

Honors

Director: Nancy Whittier.

Basis: same as for the major.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2000

432d Thesis
12 credits
Full-year course; offered each year

Requirements: 10 semester courses beyond the introductory course (SOC 101):

1. 250, 201, either 202 or 203, four courses at the 200 or 300 level, and a senior seminar most appropriate to the thesis research;
2. a thesis (430, 432) written during two semesters; or a thesis (431) written during one semester;
3. an oral examination on the thesis.

Graduate

580 Special Studies
Such subjects as advanced theory, social organization and disorganization, culture contacts, problems of scientific methodology. 4 credits
Offered both semesters each year

590 Research and Thesis
4 or 8 credits
Offered both semesters each year

590d Research and Thesis
4 or 8 credits
Full-year course; offered each year

Spanish and Portuguese

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
Charles Cutler, Ph.D.
†[1] Nancy Saporta Sternbach, Ph.D. (Spanish and Portuguese and Women's Studies)

Associate Professors
*[1] Marina Kaplan, Ph.D. (Spanish and Portuguese and Latin American Studies), *Chair*
*[1] María Estela Harretche, Ph.D.
**[2] Reyes Lázaro, Ph.D.

Assistant Professors
Eric Graf, Ph.D.
Michelle Joffroy, Ph.D.
Marguerite Itamar Harrison, Ph.D.

Senior Lecturer
Nicomedes Suárez Araúz, Ph.D.

Lecturers
Silvia Berger, M.A.
Phoebe Ann Porter, Ph.D.
Patricia González, Ph.D.
Ana López-Sánchez, M.A.
Hugo Viera, M.A.
Molly Falsetti, M.A.
Ignacio Rodeno, M.A.

Teaching Assistants
Thelma Belmonte, M.A.
Vija Mendelson, M.A.

The department has two abbreviations for three broad areas of study: **POR** (Portuguese-speaking world), and **SPN** (Spanish language and the literatures of Spain and Latin America).

All courses are taught in Spanish or Portuguese unless otherwise indicated.

The department has official affiliations with PRESHCO, for Study Abroad in Córdoba, Spain and Brown in Brazil for Study Abroad in Rio de Janeiro.

Those intending to spend a junior year or semester abroad in a Spanish- or Portuguese-speaking country should consult the advisers for study abroad.

Prerequisite for 300-level courses is SPN 250 or 251 or 260 or 261 or permission of the instructor. A student may repeat a course when the topic is different.

NOTE: Maximum enrollment in all language course sections is 18 students unless otherwise indicated. Also, please note that the pass/fail option is normally not granted for language classes.

Credit is not granted for the first semester only of a year-long language course.

Portuguese and Brazilian Studies

POR 100d Elementary Portuguese
A one-year elementary course in spoken and written Brazilian Portuguese. Emphasis first semester will be on development of oral proficiency and acquisition of reading and writing skills. Second semester will also include the use of music and videos to improve listening comprehension, as well as readings and discussion of short texts by modern writers of the Portuguese-speaking world: Brazil, Portugal, Angola, Mozambique, Cabo Verde. **{F}** 8 credits
Marguerite Itamar Harrison
Full-year course; offered each year
This course has a one-semester option for Spanish majors

POR 200 Intermediate Portuguese
This course will serve as a comprehensive grammar review. In addition to a grammar textbook, we will be using several other sources to stimulate class discussion, as well as to improve reading

comprehension, writing skills and vocabulary-building in Portuguese: short stories by writers from the Portuguese-speaking world, music, and film. Prerequisite: 100d or permission of the instructor. {F} 4 credits
Marguerite Itamar Harrison
Offered Fall 2001

POR 221 Topics in Portuguese and Brazilian Literature and Culture
Brazil x Five: A Journey through Its Multicultural Regions.
This course will examine Brazil from the standpoint of its regional diversity, from which the country's cultural richness is drawn. We will study works of literature, visual culture, music, and culinary history, in order to discuss Brazil's regional, economic and racial differences, for the purpose of analyzing its identity as a multidimensional nation. Moreover, because of the country's size and geographical location, students interested in comparative studies within Latin America will have a chance to look at each of Brazil's regions in relation to its closest South American and Caribbean neighbors. Special arrangements made for non-Portuguese speakers. Pending approval of the Committee on Academic Priorities. (E) {L/F} 4 credits
Marguerite Itamar Harrison
Offered Spring 2002

Spanish Language

Credit is not normally granted for the first semester only of a year-long language course.

SPN 112d Accelerated Elementary Spanish
An accelerated introduction to Spanish aimed at basic proficiency, emphasizing the acquisition of the following skills: listening, speaking, reading and writing; in addition, the course will provide an introduction to Hispanic culture. Audio-visual materials will be used on a weekly basis. 5 contact hours (3 regular class hours and 2 discussion hours) plus lab work at the Center for Foreign Languages and Cultures (CFLAC). Priority will be given to first- and second-year students. When registering for this course, students must choose a discussion section. {F} 12 credits
Director: Nicomedes Suárez Araúz
Ana López-Sánchez, Michelle Joffroy, Nicomedes Suárez Araúz, Hugo Viera, Fall 2001
Patricia González, Nicomedes Suárez Araúz, Hugo Viera, Spring 2002
Full-year course; offered each year

SPN 120 Intermediate Spanish
An intensive low intermediate course. Five contact hours plus lab work at CFLAC. Prerequisite: at least one year of elementary Spanish. SPN 120 is designed to solidify the skills that students have acquired in basic language courses. All areas of language acquisition: reading, writing, listening and comprehension and oral proficiency, will be equally stressed. However, special attention will be given to grammatical structures and oral communication. {F} 5 credits
Director: Ana López-Sánchez
Patricia González, Molly Falsetti, Phoebe Porter, Ana López-Sánchez, Fall 2001
Patricia González, Spring 2002
Offered both semesters each year

SPN 125 Spanish for Heritage Speakers
This course is designed for the speaker of Spanish who has learned fluency and pronunciation at home but who lacks formal training in the language. Open to any "heritage" student, regardless of her current level of Spanish. The course includes the following components: use of students' existing linguistic skills, reading from contemporary and classic texts from Spain and Latin America, a review of grammar from the perspective of a heritage speaker (syllabification, accentuation, comprehensive review of verb tenses), intensive writing (description, dialogue, exposition, critique, vocabulary enhancement), exposure to videos and recordings from Latin America and Spain, and commentary on contemporary issues relevant to Spanish speakers of the Americas. Enrollment limited to 20. {F} 4 credits
Michelle Joffroy
Offered Spring 2002

SPN 200 Grammar, Composition and Reading
Comprehensive grammar review through practice in writing and class discussion. Discussion, compositions and oral reports based on Spanish and Latin American literary texts. Prerequisite: SPN

112d, 120 or the equivalent. {F} 4 credits
Director: Silvia Berger
Silvia Berger, Nicomedes Suárez Arauz, Fall 2001
Marina Kaplan, Patricia Gonzalez, Phoebe Porter, Spring 2002
Offered both semesters each year

SPN 220 Intermediate Conversation and Composition
Intensive oral and written work on cultural topics and issues related to the Spanish-speaking world. Special emphasis on development of comprehension skills and pronunciation through the use of interactive video and computer-assisted instruction and films. Students are required to spend at least one hour per week in CFLAC. Prerequisite: SPN 120, 200 or the equivalent. {F} 4 credits
Hugo Viera, Patricia González, Fall 2001
Nancy Saporta Sternbach, Hugo Viera, Spring 2002
Offered both semesters each year

SPN 244 Advanced Composition
A course intended to develop writing skills with emphasis on the practice of various types of writing: formal letter writing; description, narration and analysis of events; analysis of literary texts; research paper writing. It includes a general grammar review as an integral part of the process of composition. Prerequisite: sufficient proficiency in Spanish. Enrollment limited to 15. {F} 4 credits
Silvia Berger, Fall 2001
Ana López-Sánchez, Spring 2002
Offered both semesters each year

Interterm Classes

SPN 218j Speaking Spanish in Context
This semi-immersion course focuses on the analysis and reproduction of conversational strategies and the speech acts of everyday life in Spanish. Using as a basis authentic discourse from contemporary film and Spanish-language television, students will practice language appropriately according to context. Activities will include role playing, script writing and debating. The course will also emphasize how language relates to culture through grammatical expression. Prerequisite: SPN 120 or SPN 200. Admission by interview with instructor during pre-registration week. Enrollment limited to 14. (E) {F} 3 credits
Silvia Berger
Offered Interterm

SPN 222j Interterm in Madrid
This is a total immersion course in which students will attend intensive morning language classes and then have the option of attending one of two afternoon sections as described below. Enrollment limited to 15. (E) {F} 3 credits
Eric Graf
Offered Interterm 2002

Section 01: Living Archeology of Madrid
An interactive investigation of the mass media, fine arts, governmental institutions, architecture, and other cultural trappings of Madrid. We will devote three hours each day to reading, viewing, and discussing newspapers, plays, and movies. Each week students will also read and debate a chapter from a book or a critical article that centers on a particular topic from recent Spanish history. All of this activity will be accompanied by an emphasis on the daily life of the Spanish capital, with trips to the area's restaurants, museums, theatres, and historical monuments. The student will be evaluated according to class participation and weekly quizzes on news events, cultural artifacts, and the particulars of everyday life. Prerequisite: SPN 200, or permission of the instructor.
Eric Graf

Section 02: Flamenco
This course is an introduction to the basics of Flamenco dance. Each class period will be divided into three parts: an initial hour devoted to the theory, music, and rhythm of Flamenco; an hour on dance technique; and an hour of choreography. Students will be evaluated according to attendance, effort, and personal improvement over the course of the three weeks, and a final class demonstration. The course will also feature lectures on Spanish culture by local experts on dance, art, theater, the bullfight, folklore, Gypsy culture, and other Andalusian topics. These lectures will be in Spanish, but will be tailored to the novice level of many of the students. There will also be a question and answer period near the end of these lectures, in order to assure that students have grasped the

principal points of each topic. No dance experience necessary. Students must, however, have or purchase the proper footwear. Prerequisites: SPN 112, SPN 120 or permission of the instructor.
Eric Graf

SPN 223j Afro-Cuban Culture: Theater and Dance
This is a total immersion course to be held in Havana, Cuba, in January 2002. The course has three components, worth two credits each: language and culture in the morning, at the University of Havana, required of all, and either dance or theater in the afternoon. The latter classes emphasize the importance of Afro-Cuban religion in the arts of the island. Students will produce a performance and attend lectures by Cuban artists and scholars; there will also be a few excursions to other parts of the island. Requirements: SPN 200 or above for the dance component, SPN 220 or above for theatre. For students who choose the dance component, the dance requirement is either two semesters of cultural dance, or DAN 272 and one semester in a cultural dance technique course. For students choosing the theater component, no prior acting experience is required. Enrollment limited to 30. (E) **{A/F}** 4 credits
Patricia Gonzalez and Yvonne Daniel (Dance and Afro-American Studies)

Spanish and Latin American Literature

Prerequisite for the following courses is SPN 200 or above.

SPN 230 Topics in Latin American and Peninsular Literature
History of the Short Narrative.
A story-per-class encounter with the cuento accompanied by a variety of critical stances. We will trace the historical evolution of short narrative beginning with the early Castilian versions of arabic fables to be found in Alfonso X's *Calila e Dimna* and Juan Manuel's *El conde Lucanor*. Readings will also include, but are not limited to, Timoneda and Cervantes from the Renaissance; the modern Peninsular classics of Romanticism (Boehl von Faber, Bécquer), Realism (Galdós, Pardo Bazán), and Modernism, Neo-realism, and Postmodernism (Unamuno, Valle Inclán, Salinas, Aub, Matute, Benet); and an in-depth survey of the triumphant Latin Americans who have once again placed the genre at the philosophical center of literature (Echeverría, Palma, Quiroga, Borges, Paz, Rulfo, Cortázar, García Márquez, Luis González, Lugo Filippi, Benedetti, and Valenzuela). Course requirements will include a series of short answer diary entries on the texts (2–5 pages each), a take-home midterm, and a final exam. Students will also be given the option of composing an original short story to supplement their final grade. Prerequisites: SPN 200 or above. **{L/F}** 4 credits
Eric Graf
Offered Fall 2001

SPN 240 Performing Text: "Magic Realism from Page to Stage"
In this course we will read works by Juan Rulfo and Gabriel García Márquez, two of the greatest Latin American writers of the 20th century, the masters of *Magic Realism.* In Rulfo, the magic takes wing by way of a refined poetic style. In García Márquez, the absence of verisimiltude and the absurd are the fundamentals of the discourse. Comparative analysis of texts, research into the historical and cultural contexts of both authors and their work, and the application of actor-training methodologies will bring stories from page to stage for a final presentation in Spanish. Performance strategies will be utilized during the course to deepen understanding of the texts and enhance foreign language skills. Prerequisites: SPN 220 or equivalent. No previous acting experience required. Enrollment limited to 18. **{L/F}** 4 credits
Maria Estela Harretche
Offered Spring 2002

SPN 241 Culturas de España
A study of the Spain of today through a detailed look at its past in history, art, film, and popular culture. The course focuses on Spain's complex multiculturalism, from the past relations among Muslims, Jews, and Christians to its present ethnic and linguistic diversity. Some topics to be studied are: Immigration; Basque, Catalan, and Galician nationalisms; the cultural politics of the new Guggenheim museum in Bilbao; Spain at the cen-

tennial of the loss of its empire. Highly recommended for those considering JYA in Spain. Also for those students looking for a transitional course between language and literature, and looking forward to an environment in which oral and written communication are privileged. A satisfactory command of Spanish is required (SPN 220 or above), or the permission of the instructor. Not open for students returning from JYA in Spain. **{L/F}** 4 credits
Reyes Lázaro
Offered Fall 2001, Spring 2002

SPN 246 Topics in Latin American Literature
{L/A} 4 credits

Literary Constructions of Afro-Cuban Identity
This course addresses issues related to the Afro-Cuban world in literature, history and culture through the writings of Lydia Cabrera, Fernando Ortiz, and Alejo Carpentier, the testimonies of Miguel Barnet and the poetry of Nicolás Guillén. Special attention will be given to "official" mulatto identity declared by the Cuban State after 1959 and black participation in cultural life. Exploration of the Regla de Ocha religion and its influence on Afro-Cuban ritual theater today will be studied, as well as plays by Eugenio Hernández, Gerardo Fulleda and Alberto Pedro. Prequisite: SPN 220 or above.
Patricia Gonzalez
Offered Fall 2001

Negotiating the Borderlands: Text, Film, Music
This course will explore a variety of representations of the U.S.–Mexico border, as constructed by writers, filmmakers, and musicians from the borderlands. Of particular interest will be the ways in which representations of this specific region have changed historically, politically and culturally as the border has become more and more a factor in both U.S. and Mexican cultural discourses. We will examine such questions as: What is the border? Where does it begin/end? How does language affect representation? How have different mediums been employed to express the variety of experiences contained in the borderlands? Who represents the border, and how? Course materials primarily in Spanish. Prerequisite: SPN 220 or above.
Michelle Joffroy
Offered Spring 2002

SPN 250 Survey of Medieval Spanish Literature
An introduction to major Spanish texts from the medieval period to the Golden Age. Students will read a selection of poetry, prose, and drama that coincides with the rise of Castilian culture from a tribe on the margins of Europe and Islam to the first modern nation state. We will focus on questions of national identity, race, class, and gender, and assess the contradictions of early modern Peninsular Catholicism as making a fundamental contribution to the modern self-critical act. Readings will include the *Poema de mio Cid*, the *Libro de Apolonio*, *El conde Lucanor*, *Cárcel de amor*, and *La Celestina*. Course requirements will include a series of presentations on the readings, a midterm, and a final paper (5–10 pages). Prerequisite: SPN 244 recommended. **{L/F}** 4 credits
Eric Graf
Offered Fall 2001

SPN 251 Survey of Modern Spanish Narrative
An introduction to major Spanish authors from the late 18th century to the present. Students will read a selection of prose exemplary of the periods of romanticism, realism, modernism and postmodernism. We will focus on questions of genre, authorial self-fashioning, national identity and class and gender politics, paying particular attention to the political dilemmas of this century. Readings will include: novels by Galdós, Cela, and Ortiz; and short fiction by Cadalso and Salinas. Course requirements will include a series of presentations on the readings, a midterm, and a final paper (5–10 pages). Prerequisites: SPN 244 recommended. **{L/F}** 4 credits
Eric Graf
Offered Spring 2001

SPN 260 Survey of Latin American Literature I
A historical perspective of Latin American literature as an expression of the cultural development of the continent within the framework of its political and economic dependence, from the colonial period until the present time. **{L/F}** 4 credits
Marina Kaplan
Offered Fall 2001

SPN 261 Survey of Latin American Literature II
A study of the development of genres and periods in Latin American literature. Special attention will be given to the relationship between the evolution of literary forms and social context. Some topics to be explored include literary periods and movements as ideological constructs, and the Latin American adaptation of European models. **{L/F}** 4 credits
Marina Kaplan
Offered Spring 2002

CLT 268 Latina and Latin American Women Writers
This course examines the last twenty years of Latina writing in this country while tracing the Latin American roots of many of the writers. Constructions of ethnic identity, gender, Latinidad, "race," class, sexuality, and political consciousness are analyzed in light of the writers' coming to feminism. Texts by Esmeralda Santiago, Gloria Anzaldúa, Sandra Cisneros, Judith Ortiz Cofer, Denise Chávez, Demetria Martínez, and many others are included in readings that range from poetry and fiction to essay and theatre. Knowledge of Spanish is not required, but will be useful. First-year students must have the permission of the instructor. **{L}** 4 credits
Nancy Saporta Sternbach
Offered Spring 2002

SPN 365 Spanish Contemporary Novel
An examination of the transformations in Spanish society from the end of the Civil War (1939) to the nineties. Readings include novels and short stories by writers who lived during Franco's dictatorship either in Spain (Cela, Sánchez Ferlosio, Martín Gaite) or in exile (Andújar, Ayala, Sender, Chacel, Rodoreda), as well as writers who focussed on the post-Franco era (Montero, Atxaga, Muñoz Molina, Roig, Marías, Vázquez, Montalbán). **{L/F}** 4 credits
Reyes Lázaro
Offered Fall 2001

SPN 366 The Heritage of Modernism: 20th-Century Spanish Poetry and Drama
Federico García Lorca.
A detailed reading and discussion of the two fundamental works written by Lorca in New York during the crisis of 1929. We will study *El Público* and *Poeta en Nueva York* together with excerpts from the major criticism of each of these texts. Special attention will be given to Lorca's years in Madrid (Residencia de Estudiantes) and to the philosophical, political and aesthetic contexts which shaped Lorca's artistic personality. By analyzing the social intentions of Lorca's discourse and considering its intertextuality with works by artists such as the filmmaker Luis Buñuel and the Surrealist painter Salvador Dalí, an attempt will be made to understand his role both as a poet and as a playwright in a time of political unrest that climaxed with the Spanish Civil War. Additional readings from other works by the author will also be included (*Romancero Gitano, Mariana Pineda, Yerma, Poemas del amor oscuro, Diván del Tamarit* and *Bodas de sangre*.) **{L/F}** 4 credits
Maria Estela Harretche
Offered Spring 2002

SPN 370 Literary Genres in Latin America
(Dis)locations of Culture in the Contemporary Latin American Novel, 1967–97.
This course explores the interrelation between cultural, sociopolitical and aesthetic issues in the discourses of contemporary Latin American novels. Emphasis will be placed on the problematics of "locating culture" from a variety of literary and critical perspectives. Readings may include novels by: Luis Spota, Martha Robles, Carmen Boullosa (Mexico), Reinaldo Arenas (Cuba), Cristina Peri Rossi (Uruguay), Ricardo Piglia, Luisa Peluffo (Argentina), Diamela Eltit (Chile). Brief critical articles by Carlos Monsivais, Iris Zavala and Homi K. Bhabha will also be included. 4 credits
Michelle Joffroy
Offered Fall 2001

SPN 371 Latin American Literature in a Regional Context
Central American Literature.
This course examines the evolution of 20th-century Central American literature in differing literary dimensions: poetry, narrative, testimonial, essay and song. We will begin the course with some earlier literary manifestations such as excerpts from the *Popol Vuh* and Fray Bartolomé de las Casas. Topics to be discussed are: dictatorship

and literary resistance, the multiple roles of the Central American intellectual, race, gender and national identity. Other writers include: Asturias, Cardenal, Alegría, Darío, Dalton, Belli, Menchú, Zamora and Cabezas. **{L/F}** 4 credits
Nancy Saporta Sternbach
Offered Fall 2001

SPN 380 Advanced Literary Studies
Translating Poetry.
A close reading and translation to English of major poets from Spanish America, Spain, Brazil, Portugal, and Portuguese-speaking Africa. Hands-on practice of translation, with some theory. The first half of the course will be a group exploration of often-translated poets: Neruda, Lorca, Pessoa, Drummond de Andrade, Cecília Meireles, and others; the second half will allow for independent work on a favorite poet which will be part of a final course compilation. Visits from local poet-translators; attendance at poetry readings required. Prerequisites: a good command of Spanish or Portuguese and a background in Spanish/Spanish American or Portuguese-Brazilian literatures. An interest in creative writing desirable. Discussion in English. **{L/F}** 4 credits
Charles Cutler
Offered Spring 2002

SPN 481 Teaching of Spanish
This course is designed for the advanced student or major who wishes to consider a career in teaching Spanish. It is an intensive methods course which includes theories of second-language acquisition, syllabus design and preparation, criteria for textbook selection, interactive pedagogical exercises within the classroom setting, use of authentic materials, multimedia teaching resources, grammatical presentations, and dramatic enactments of teaching situations. This course is ideal for students seeking certification in the teaching of Spanish. Prerequisite: one Spanish course at the 300 level. **{F}** 4 credits
Silvia Berger
Offered Spring 2002

SPN 404 Special Studies in Peninsular and Latin American Literatures
By permission of the department, for senior majors and honors students. 4 credits
Offered both semesters each year

The Majors

The following preparation is recommended for students who intend to major in Spanish: courses in classics, either in the original or in translation; courses in other European literatures and history; a reading knowledge of another foreign language. CLT 300 is strongly recommended. The department reminds students that a major in Spanish and five courses in education will certify them to teach in Massachusetts.

The S/U grading option is not allowed for courses counting toward the majors. The S/U option is normally not available for courses SPN 220 and below.

300-level courses that are the basis for the majors are normally to be taken at Smith College.

Advisers for the Major: Members of the department.

Adviser for the Portuguese-Brazilian Major: Marguerite Itamar Harrison.

Advisers for Study Abroad
Fall 2001: Ana López Sanchez, for students interested in going to Spain. Michelle Joffroy, for students interested in going to Spanish America. Marguerite Itamar Harrison, for students interested in going to Brazil.

Spring 2002: Maria Estela Harretche, Ana López Sanchez, for all Spanish-speaking countries. Marguerite Itamar Harrison for Brazil.

Major in Spanish

Ten semester courses. Two core courses (any combination of SPN 250/251, 260/261). Advanced Composition (SPN 244), one semester of Introductory Portuguese (POR 100)*, two 300-level courses taken during the senior year. Of the remaining four courses, two may be language courses 200 and above, and one course may be taught in English. For students who study abroad their junior year, credit will be granted at the 200-level. Highly recommended are courses in literary theory, history, government, and non-literary artistic expressions of the Spanish and Portuguese-speaking worlds.
**All majors are encouraged to take a full year of Portuguese, but will be required to take one semester.*

Latin American Area Studies Major

For students interested not only in literature, but in such fields as anthropology, art, economics, government, history and sociology. See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Major

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Five other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature and language, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

The Minors

Advisers: Members of the department.

Spanish Minor

Requirements: Five semester courses in Spanish above the 100-level. A maximum of two can be language courses.

Latin American Area Studies Minor

See Interdepartmental Major and Minor in Latin American Studies.

Portuguese-Brazilian Studies Minor

Requirements: POR 100d, POR 200 and either POR 220 or POR 221. Two other semester courses related to the Portuguese-speaking world, one of which must be at the 300-level. Courses to be selected from literature, history (especially 260 and 261), Afro-American studies, anthropology, art, dance, music, economics, and government.

Honors

Director: Marina Kaplan.

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

Spanish and Latin American Literature
Requirements: Same as those of the Spanish major. A thesis, normally to be written during the first semester of the senior year. An examination on the thesis.

Theatre

Visiting faculty and some lecturers are generally appointed for a limited term.

Professors
*[1] Leonard Berkman, D.F.A.
Catherine H. Smith, M.F.A.
John D. Hellweg, Ph.D., *Chair*

Associate Professors
Andrea Hairston, M.A. (Theatre and Afro-American Studies)
†[1] Ellen W. Kaplan, M.F.A.
Paul Zimet, B.A.

Assistant Professor
Kiki Gounaridou, Ph.D.

Lecturers
Ariel Bock, B.F.A.
Deborah Lubar, M.F.A.
Austin Pendleton
Nan Zhang, M.A.
Pan Morigan, M.A.

Research Associate
Martha Richards

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100 The Art of Theatre Design
The course explores the nature of design, theatre and the visual arts. The students will study the elements of scenic, costume and lighting design and their relationship to other theatre production elements. The course will explore as well the basic manipulation of the images with the computer by using Adobe Photoshop, Adobe Illustrator and Quark Express. Especially designed for those with a limited background in theatre, it will involve class discussion, participation, and projects as appropriate to the topic. Open to all students but particularly recommended for first-year students and sophomores. Enrollment limited to 15. **{A}** 4 credits
Nan Zhang
Offered Spring 2002

198 Theatre History and Culture: Ancient Greece to English Restoration
This course will survey the history of theatre, drama, design, and performance from Ancient Greece to the 17th century. The focus will be on the theatres of Europe and their relationship to their respective cultures during the Ancient Greek and Roman periods, the Middle Ages, Italian Renaissance, Elizabethan and Jacobean England, Spanish Golden Age, French Neoclassicism, and English Restoration. Non-Western issues in regards to Asian and African theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under discussion. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Fall 2001

199 Theatre History and Culture: Eighteenth Century to the Present
This course will survey the history of theatre, drama, design, and performance from the 18th century to the present. The focus will be on the theatres of Europe and the United States and their relationship to their respective cultures during the 18th, 19th, and 20th centuries. Non-Western issues in regard to Asian and African theatres will also be discussed. Lectures and discussions will be complemented by video screenings of recent productions of some of the plays under discussion. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Spring 2002

History, Literature, Criticism

211 European Drama (1520–1904): The Shock of the Pre-Modern
This course explores a wide-ranging spectrum of theatrical works which were popularly associated with the drives, aspirations, preoccupations and crises of four centuries of European cultural and political experience. It focuses upon works that reflect—and contributed to—an evolution of notions of self, gender and social identity which are fundamental to our most immediate and compelling sense of "who" we are today. We will consider how these texts constitute a vital legacy of public experimentation concerning the possibilities of interaction and relationship and how they continue to inspire experimentation and reflection, providing provocative and often radical perspectives on contemporary experience in an ongoing array of innovative productions. We will look, as well, at how particular works have been transplanted, appropriated and transformed by the cultures of the New World, Africa and Asia. Playwrights to be considered include Machiavelli, Gozzi, Goldoni, Marlowe, Shakespeare, Tirso de Molina, Lope de Vega, Calderon de la Barca, Moliere, Racine, Schiller, Buchner, Ibsen, and Chekhov. **{L/H/A}** 4 credits
John Hellweg
Offered Spring 2002

213 American Theatre and Drama
A survey of theatre history and practices, as well as dramatic literature, theories, and criticism, and their relationship to the cultural, social, and political environment of the United States from the beginning of colonial to contemporary theatre. Lectures, discussions, and presentations will be complemented by video screenings of recent productions of some of the plays under discussion.
{L/H/A} 4 credits
Kiki Gounaridou
Offered Spring 2002

214 Black Theatre
A study of the black experience as it has found expression in the theatre. Emphasis on the black playwrights, performers, and theatres of the 1950s to the 1990s. The special focus on Black Theatre U.S.A. makes this course integral with Afro-American studies offerings. Attendance required at selected performances. **{L/H/A}** 4 credits
Andrea Hairston
Offered Fall 2001

217 Modern European Drama I
The plays, theatres, and playwrights of the late 19th and early 20th centuries in Europe. From Ibsen, Strindberg, Shaw, Chekhov, Wedekind, and Gorky to the widespread experimentation of the 1920s and earlier avant garde (e.g., Jarry, Artaud, Stein, Witkiewicz, Pirandello, Mayakovsky, Fleisser, early Brecht). Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance required at selected performances.
{L/H/A} 4 credits
Leonard Berkman
Offered Fall 2002

218 Modern European Drama II
Pioneering and influential contemporary theatre in Europe from the 1930s to the present. The playwrights to be studied include later Brecht, Camus, Sartre, Anouilh, Beckett, Ionesco, Genet, Pinter, Duras, Handke, Fo, Havel, Friel, Page, and Churchill. Special attention to issues of gender, class, warfare, and other personal/political foci. Attendance required at selected performances.
{L/H/A} 4 credits
Len Berkman
Offered Spring 2003

CLT 267 African Women's Drama
This course will examine how African women playwrights use drama to confront the realities of women's lives in contemporary Africa. We will consider the following questions: What is the specificity of the vision unveiled in African women's drama? How do the playwrights use drama to mock rigid power structures and confront crisis, instability and cultural expression in postcolonial Africa? How and for what purposes do they interweave the various aspects of performance in African oral traditions with elements of European drama? Readings, some translated from French, Swahili and other African languages, will include Ama Ata Aidoo's *Anowa,* Osonye Tess Onwueme's *Tell It to Women: An Epic Drama for Women,* and Penina Mlama's *Nguzo Mama (Mother Pillar).* **(E) {L}** 4 credits

Katwiwa Mule
Offered Fall 2001

THE 280 Theater in Hamburg: Topics and Trends in Contemporary German Theater
Hamburg's theater scene will provide the example for an overview of topics and trends in contemporary German theater. The course offers an introduction to the German theater system with an eye to its historical, economic, and administrative practice and also to the semiotics of the theater, including tools for describing and judging a performance as well as the necessary technical vocabulary. Attendance at four or five performances at different theaters in Hamburg is required. Plays will be by German authors from different periods chosen from among the season's offerings. The Smith College Junior Year will organize the purchase of the tickets and cover the cost. Limited to students enrolled in the Junior Year in Hamburg. **{L/A/F}** 4 credits
Jutta Gutzeit
Offered Fall 2001 at the University of Hamburg

The following advanced courses in history, literature, and criticism may have limited enrollments as indicated.

313 Masters and Movements in Drama
Performance Art.
This course will consider, through readings and video screenings, the history and theory of performance art from the historical avant-garde to the present. By attending to key movements, personalities, and approaches, such as intercultural, feminist, and political performances, happenings, mixed media, dance, and stand-up comedy, among others, the class will focus on the performance of autobiography and of cultural, gender, and racial identities. Readings and discussions will be complemented by a practical laboratory component, in which the students will experiment with and devise individual and collaborative strategies in the creation of performance pieces. No enrollment limit. **{L/H/A}** 4 credits
Kiki Gounaridou
Offered Fall 2001

315 Colloquium: African and Caribbean Theatre
A survey of the major developments in African and Caribbean Theatre from the 1950s to the present. Using playscripts, films, and critical writings, we will investigate the aesthetics, the spirit, and the context of such authors as Aimee Cesaire, Derek Wallcott, Efua Sutherland, Wole Soyinka, John Kani, Winston Ntshona, Mbongeni Ngema, and Percy Mtwa. Historical precendents such as Yoruba Opera, related artistic expression such as Ballet Africain and Carnival, and performance theory will also be considered. Offered in alternate years. Enrollment limited to 20. Attendance required at selected performances. **{L/H/A}** 4 credits
Andrea Hairston
Offered Spring 2002

316 Contemporary Canadian Drama
Michel Tremblay and contemporary Canadian playwrights. Particular emphasis on plays by women, with Tremblay among the few male playwrights included, within the context of political/personal issues of gender, class, race, sexuality, and cultural identity in English Canadian and French Canadian drama of the past four decades. Other playwrights focused on will be: Judith Thompson, George Walker, Erika Ritter, David French, Rene Daniel DuBois, Margaret Hollingworth, Anne-Marie McDonald, Sally Clark, and Sharon Pollock. **{L/A}** 4 credits
Leonard Berkman
Offered Spring 2002

317 Movements in Design
Topics in Lighting Design. Permission of the instructor required. **{L/H/A}** 4 credits
Nan Zhang
Offered Fall 2001

318 Movements in Design
Topics in Scene Design. Permission of the instructor required. **{A}** 4 credits
To be announced
Offered Spring 2002

REL 373 Colloquium: Religion and Theatre in Southeast Asia
An introductory exploration of oral and written

texts, performance practices and traditions, and their relation to rites and beliefs prevalent in selected cultures in Southeast Asia. Shamans, shadow puppets, trance, the *dalang*, masked dance performances, court and village spectacles and the indigenous assimilations of the *Mahabharata, Ramayana* will be examined. Students will explore specific performance styles, questions of intercultural practice, contemporary international staging of the epic texts along with independent research and performance training. Enrollment limited to juniors and seniors. Permission of the instructors is required. **{A}** 4 credits
Dennis Hudson, John Hellweg (Theatre)
Not offered in 2001–02

Theory and Performance

In the following section: "L" indicates that enrollment is limited; "P" indicates that permission of the instructor is required. Please note: registration without securing permission of the instructor where required will not assure course admittance.

141 Acting I
Ensemble Performance is an exploratory class that attempts to generate honest and spontaneous responses from the actor to performance and playmaking circumstances. Major emphasis is placed on teamwork, the search for truth and attaining actual potential in the art of playing. With a view to synergizing theatre activity with communal responsibility, participants are encouraged to draw on issues around them and nurture creative inspiration from societal needs. Improvisation, storytelling and multiple role playing are primary mediums used for advancing the experience; practice may not always be in the classroom. Enrollment limited to 16. **{A}** 4 credits
Sec. I: *John Hellweg*, Fall 2001
Sec. II: *Ariel Bock*, Fall 2001
Sec. III: *To be announced*, Spring 2002
Offered Fall 2001, Spring 2002

200 Theatre Production
A laboratory course based on the preparation and performance of department productions. Students in the first semester of enrollment are assigned to a production run crew. In subsequent semesters of enrollment students elect to fulfill course requirements from a wide array of production-related responsibilities. May be taken four times for credit, with a maximum of two credits per semester. There will be one general meeting on Monday, September 10, 2001, at 4:10 p.m. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory.
1 credit
John Hellweg
Offered Fall 2001

200 Theatre Production
Same description as above. There will be one general meeting on January 28, 2002, at 4:10 p.m. in the Green Room, Theatre Building. Attendance is mandatory; attendance at weekly production meetings for some assignments may be required. Grading for this course is satisfactory/unsatisfactory.
1 credit
John Hellweg
Offered Spring 2002

242 Acting II

Section I
Concentrated performance work focussing on scene study and scoring a role. The course explores textual analysis, approaches to characterization, and stylistic demands of the play. Prerequisite: 141. Enrollment limited to 14. **{A} WI** 4 credits
Paul Zimet
Offered Fall 2001

Section II
Topic: Improvisation. An intensive exploration of specific approaches to improvisation (Authentic Movement, Contact Improvisation, transformational exercises and theatre games) which enhance the agility, resourcefulness and creativity of the performer. Prerequisite: one semester of acting or one semester of dance. Enrollment limited to 16. Permission of the instructor required. **{A}** 4 credits
John Hellweg
Offered Spring 2002

Section III
Voice for the Actors. Enrollment limited to 16.
Pan Morigan
Offered Spring 2002

252 Scene Design I
The course will develop overall visual design skills, study the general techniques employed in devising sets and costume as well as the ways in which they can interrelate to form a unified design. The course will provide the development of artistic and technical skills in this discipline and an experience in collaborating with other theatre disciplines. Enrollment limited to 12. **{A}** 4 credits
To be announced
Offered Fall 2001, Spring 2002

253 Lighting Design I
The exploration of the role of light in the composition of the visual frame, and as a medium for expression in both theatre and dance. Enrollment limited to 12. **{A}** 4 credits
Nan Zhang
Offered Fall 2001

254 Costume Design I
The elements of line, texture, color, and gesture, and their application to design and character delineation. Analysis of clothing construction. Research of clothing styles of various cultures and eras. Enrollment limited to 15. **{A}** 4 credits
Catherine Smith
Offered Fall 2001, Spring 2002

261 Writing for the Theatre
4 credits

Section 1
The means and methods of the playwright and the writer for television and the cinema. Analysis of the structure and dialogue of a few selected plays. Exercises in writing for various media. Plays by students will be considered for staging. L and P with writing sample required. **{A}**
Andrea Hairston, Fall 2001
Leonard Berkman, Spring 2002
Offered Fall 2001, Spring 2002

Section 2
Topic: The Art of Monologue. This course will focus exclusively on the writing of dramatic monologues, both short and long, as solo performance pieces. In the process, we will explore the development and delineation of character through the texture, style, color and rhythm of dramatic language. Limited enrollment. Prerequisite: 141. **{A}**
Deborah Lubar
Offered Fall 2001

262 Writing for the Theatre
4 credits

Section 1
Advanced work. Prerequisite: 261. L and P. **{A}**
Andrea Hairston, Fall 2001
Leonard Berkman, Spring 2002
Offered Fall 2001, Spring 2002

Section 2
Advanced work. Prerequisites: 141 and 261. Limited enrollment. **{A}**
Deborah Lubar
Offered Fall 2001

342 Acting III: Performing Musical Theatre
{A} 4 credits

Section 1
This course will focus on scene study. Students will be assigned two-character scenes and asked to work on them and bring them into class. Criticism and discussion of the work on these scenes, which will sometimes involve a request that the scenes be reworked, will be designed to explore questions of acting technique as well as the study of the art of scene analysis. Certain acting exercises involving use of objects to create character life and exploration of previous circumstances involved in scenes and how to work on them will also be assigned. Prerequisite: Acting I and permission of the instructor. Limited to 12.
Austin Pendleton
Offered Fall 2001

Section 2
We will explore performing in some of the genres that make up musical theatre: from cabaret to opera, musical comedy to "new music-theatre."

For actors who want to sing and singers who want to act. Permission of the instructor required. Enrollment limited to 14.
Paul Zimet
Offered Spring 2002

344 Directing I
This course focuses upon interpretative approaches to performance pieces (texts, scores, improvisations, etc.) and how they may be realized and animated through characterization, composition, movement, rhythm, and style. Prerequisites: Acting I or its equivalent and permission of the instructor. Enrollment limited to 8. **{A}**
4 credits
Paul Zimet
Offered Fall 2001

345 Directing II
Theoretical and practical aspects of directing for the stage. Structural analysis of dramatic texts, with emphasis on articulating a unique vision for a text. Work on problems of visual composition, rehearsal techniques and development, in collaboration with actors and designers, of the inner score of action and its physical expression on the stage. Final presentation will be a substantial directing project (one-act play or equivalent) for the stage. Prerequisites: 344 or its equivalent, and permission of the instructor. THE 242 (Acting II) is recommended for THE 345, Directing II, and can be taken concurrently. Enrollment limited to 4. **{A}** 4 credits
Paul Zimet
Offered Spring 2002

352 Scene Design II
The course explores the nature of the design for theatre and the visual arts. The students will study the advanced elements of scenic design and their relationship to the theatre production elements. The course will explore as well the manipulation of the images with the computer by using Adobe Photoshop, Adobe Illustrator and Quark Express to present the design works and build a portfolio. Especially designed for those with a background in theatre, it will involve class discussions, participation, and projects as appropriate to the topic. Open to all the students but particularly recommended for the students with a particular interest in Scene Design or Costume Design. Prerequisite: 100, 252. Enrollment limited to 10 students. **{A}**
4 credits
To be announced
Offered Fall 2001

353 Lighting Design II
An advanced study in lighting design which further explores design choices and the role a lighting designer plays in the collaborative whole that is theatre. This class will focus on both the aesthetic as well as the technical components of lighting design through script analysis, project-on-paper work and in realized designs. Production work is required. Prerequisite: 253 and P. **{A}** 4 credits
To be announced
Offered Spring 2002

354 Costume Design II
The integration of the design elements of line, texture, color, gesture, and movement into unified production styles. Further study of the history of clothing, movement in costume, construction techniques, and rendering. Prerequisites: 254 and P. **{A}** 4 credits
Catherine Smith
Offered Spring 2002

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and the chair of the department. Departmental permission forms required.
1 to 4 credits
Offered both semesters each year

Dance (See Dance Department also.)

The Major

Advisers: Members of the department.

Adviser for Study Abroad: Paul Zimet.

Basis: 198 and 199.

Requirements: ten semester courses, including the following:

1. 198 and 199 as the basis.
2. A sampling of three courses from Division A: history, literature, criticism. Courses in other departments that focus wholly on dramatic literature may be counted toward fulfillment of the history, literature, and criticism requirements for the major.
3. Three courses from Division B: Theory and Performance. These must be chosen as follows: one acting or four-credit dance course (141 or a four-credit dance course); one design or technical course (151, 252, 253, or 254); one directing, choreography, or playwriting course (344, 261, or DAN 353).
4. Four semesters (or four credits) of 200.
5. One additional course from either Division A or Division B.

Students choosing dance as their area of special interest will fulfill requirements in conjunction with the Department of Dance. These requirements involve 11 semester courses: THE 198 and THE 199; DAN 151; DAN 171; one from dramatic literature; one from design or technical theatre; three dance studio courses: two credits of THE 200; DAN 272 or 273; one additional course in Dance Theory at the 300-level, and one additional four credit course in theatre from either Division A or B at the 300 level.

Students with a dance emphasis should consult with a dance faculty member in addition to a major adviser in the theatre department.

All majors are encouraged to include courses in art and music in their programs. Other courses recommended by the department include ENG 222; dramatic literature in any of the language departments.

The Minor

Advisers: Members of the department.

Requirements: six courses.

Basis: 198 and 199.

In addition to the basis: one semester course approved by an adviser in each of three of the following different divisions plus one four-credit course of the student's choice (including, as an option, four credits of 200 Theatre Production):

a. History, Literature, Criticism;
b. Acting, Dance, Choreography, Directing, or Playwriting; and
c. Costume, Lighting, or Scene Design.

Honors

Director: John Hellweg (Fall); Leonard Berkman (Spring).

430d Thesis
8 credits
Full-year course; offered each year

431 Thesis
8 credits
Offered Fall 2001

432d Thesis
12 credits
Full-year course; offered each year

Requirements for the degree with honors:

1. Production-linked proposals for the honors program must be submitted to the department in the semester preceding entrance into the honors program and no later than March 1 of the second semester of the junior year. Non-production-linked proposals must be submitted to the director of theatre honors no later than April 4. The department recommends that all prospective theatre honors students enter the program at the outset of the junior year.
2. Fulfillment of the general requirements of the major. These, listed above, should be taken as early as possible to allow for seminars and independent study in the department and in approved related departments during the junior and senior years.
3. Completion of honors work will be:
   a. a thesis in literature, aesthetics, critical analyses, or history of any of the theatre arts; or
   b. a creative project in acting, dance, design, direction, playwriting, choreography, or stagecraft. Performance projects should be

supplemented by production materials (logs, directors' notebooks, etc.) as requested by the department. All creative projects are to be supplemented as well by a research paper relating the project to its specific theatrical context (historical, thematic, stylistic, or other).

4. Work for a one-semester thesis or project/paper must be done in the first semester of the senior year, and the thesis or component research paper is due on the first day of the second semester. Work for a two-semester thesis or project/paper must be done during the senior year, and the thesis or component research paper is due on April 15.
5. Two examinations: a general examination in the theatre arts and an oral examination in the general field of the student's honors thesis or project/paper.

Graduate

Adviser: Andrea Hairston (Fall); Leonard Berkman (Spring)..

M.F.A. in Playwriting, please refer to p. 59.

512 Advanced Studies in Acting, Speech, and Movement
4 credits
Members of the department
Offered both semester each year

513 Advanced Studies in Design
4 credits
A. Scene Design
To be announced
B. Lighting Design
To be announced
C. Costume Design and Cutting
Catherine Smith
D. Technical Production
To be announced
Offered both semesters each year

515 Advanced Studies in Dramatic Literature, History, Criticism, and Playwriting
4 credits
Members of the department
Offered both semesters each year
A. Dramatic Literature
B. Theatre History
C. Dramatic Criticism
D. Playwriting

580 Special Studies
4 credits
Members of the department
Offered both semesters each year

590d Research and Thesis Production Project
8 credits
Members of the department
Full-year course; offered each year

590 Research and Thesis Production Project
4 credits
Members of the department
Offered both semesters each year

Third World Development Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers

*[1] Elizabeth Hopkins, Professor of Anthropology, Co-Director

Nola Reinhardt, Professor of Economics, Co-Director

†[2] Gregory White, Associate Professor of Government

Ann Zulawski, Associate Professor of History and of Latin American Studies

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Third World development studies, a multidisciplinary social science program, explores the transformation of African, Asian, Latin American, and Middle Eastern societies since the 16th century. The program offers the student the opportunity to systematically analyze processes of social, economic, political, and ideological change in these regions as they respond to contact with the West.

The minor is designed to introduce the participant to the diverse analytical perspectives of anthropology, economics, history, and political science while ensuring that the student has a sustained familiarity with one geographical region.

Requirements: six semester courses with at least one but no more than two courses from each of the four disciplines participating in the minor. Two of the courses in the minor must reflect a regional concentration on Africa, Asia, Latin America, or the Middle East. See departmental and program listings for course prerequisites. Comparable courses at other colleges may be included with the consent of the minor adviser.

Anthropology

230 Peoples of Africa: Population and Environment Issues
231 Africa: A Continent in Crisis
232 Third World Politics: Anthropological Perspective (Spring 2003)
236 Economy, Ecology and Society (Spring 2003)
237 Native South Americans: Conquest and Resistance
241 Anthropology of Development
242j Andean-Amazonia Spirituality and Agro-Biodiversity
251 Women and Modernity in East Asia
253 Introduction to East Asian Societies and Cultures
254 Women and Resistance in South Asia
340 Seminar: Postcolonial Politics: Identity, Power, and Conflict in the Developing World
341 Seminar: Sacred Power as Secular Politics: Ideology, Legitimacy and Action (Fall 2002)
342 Seminar: Topics in Anthropology: The Anthropology of Food
348 Seminar: Topics in Development Anthropology
Topic: Development in Africa

Economics

205 International Trade and Commercial Policy
206 International Finance
209 Comparative Economic Systems (Fall 2002)
211 Economic Development
213 The World Food System
214 The Economies of the Middle East and North Africa (Fall 2002)
306 Seminar: International Financial Markets (Fall 2002)
311 Seminar: Topics in Economic Development: East Asia (Spring 2003)
318 Seminar: Latin American Economics

Government

223 Government and Politics of Russia
224 Islam and Politics in the Middle East (Fall 2002)
226 Latin American Political Systems
227 Contemporary African Politics
228 Government and Politics of Japan
230 Government and Politics of China
232 Women and Politics in Africa (Spring 2003)
233 Problems in Political Development
241 International Politics
242 International Political Economy
244 Foreign Policy of the United States
246 International Conflict: Causes, Characteristics, Prevention
248 The Arab-Israeli Dispute (Spring 2003)
249 The Global Politics of Human Rights (Spring 2003)
251 Foreign Policy of Japan
252 International Organizations (Fall 2002)
254 Politics of the Global Environment
321 Seminar: Genocide in Rwanda (Fall 2002)
322 Seminar: Mexican Politics from 1910–Present
324 Seminar: Elections in Southern Africa (Fall 2002)
341 Seminar: Gender and Global Politics (Fall 2002)
343 Seminar: Corruption and Global Governance
344 Seminar on Foreign Policy of the Chinese People's Republic
345 Seminar: Globalization and International Migration
346 Seminar: Regionalism and the International System
347 Seminar: Algeria in the International System
348 Seminar: Conflict and Cooperation in Asia
349 Seminar: The Political Economy of the Newly Industrializing Countries of Asia (Fall 2002)

History

100 Introduction to History: The European Millennium, 1000–2000
LAS 201 Colloquium in Latin American and Latino/a Studies: Five Latin American Revolutions
207 Islamic Civilization to the 15th Century
209 Aspects of Middle Eastern History: Modern Egypt
212 China in Transformation, A.D. 700–1900
213 Aspects of East Asian History
Topic: Knowledge, Power, and the Arts in Imperial China
220 Japan from Ancient Times to the 18th Century
221 Modern Japan
222 Aspects of Japanese History: Popular Culture in Modern Japan (Fall 2001)
222 Aspects of Japanese History: Tokugawa Society (Fall 2002)
239 Emergence and Development of Russian State and Society from Kievan Rus to the Napoleonic Wars (Fall 2002)
247 The Rise and Collapse of the Russian and Soviet Empires (Fall 2002)
250 Europe in the 19th Century
251 Europe in the 20th Century
257 East Africa in the 19th and 20th Centuries
258 History of Central Africa (Spring 2003)
AAS 258 Twentieth-Century Africa: A Modern History
260 Colonial Latin America, 1492–1821
261 National Latin America, 1821–Present
263 Continuity and Change in Spanish America and Brazil
REL 278 Religion and Politics in Islam
292 The 19th-Century Crisis in East Asia
299 Ecology and History in Africa
LAS 301 Seminar: Topics in Latin American Studies: Culture and Society in the Andes (Spring 2003)
361 Problems in the History of Spanish America and Brazil
Topic: Public Health and Social Change in Latin America, 1850–Present

Latin American Studies

100 Perspectives on Latin America

Urban Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Advisers
Martha Ackelsberg, Professor of Government
†[2] Randall Bartlett, Professor of Economics, *Director*
Richard Fantasia, Professor of Sociology
Sam Intrator, Assistant Professor of Education and Child Study
†[1] Jennifer Klein, Assistant Professor of History

The minor in urban studies offers students a chance to study the processes and problems of urbanization from a variety of perspectives. It is designed with enough flexibility to allow a student to choose among many possible combinations, but requires her to experience at least three different disciplinary approaches.

The minor consists of six courses from the following list but must contain choices from at least three different departments or programs. Courses offered at other Five College campuses may be included in the minor, with the approval of one of the advisers.

Afro-American Studies

278 The '60s: A History of Afro-Americans in the United States from 1954 to 1970

Art

212 Ancient Cities and Sanctuaries
Not offered in 2000–2001
280 Introduction to Architecture, City Planning, and Landscape Design
285 Great Cities
288 Colloquium: Architectural Studies
Topic: The New Internationalism
380 Architecture

Economics

230 Urban Economics

Education

200 Education in the City

Government

204 Urban Politics
311 Seminar in Urban Politics

History

279 City Limits: Urban History of the United States 1865–Present

Sociology

213 Ethnic Minorities in America
218 Urban Sociology
313 Seminar: America's People
Topic: Immigrants and Exiles

Women's Studies

Visiting faculty and some lecturers are generally appointed for a limited term.

Members of the Women's Studies Program Committee for 2001–02

†[2] Susan Van Dyne, Professor of Women's Studies, Chair, Women's Studies
Martha Ackelsberg, Professor of Government and of Women's Studies
**[2] Ravina Aggarwal, Assistant Professor of Anthropology
Elisabeth Armstrong, Assistant Professor of Women's Studies
Kum-Kum Bhavnani, Visiting Professor of Women's Studies
*[2] Ginetta Candelario, Assistant Professor of Sociology and Latin American Studies
**[1] Ann Arnett Ferguson, Associate Professor of Afro-American Studies and Women's Studies
†[1] Ambreen Hai, Assistant Professor of English Language and Literature
Elizabeth Harries, Professor of English Language and Literature and of Comparative Literature
Alice Hearst, Associate Professor of Government
Michelle Joffroy, Assistant Professor of Spanish and Portuguese
†[2] Reyes Lázaro, Associate Professor of Spanish and Portuguese
Gary Lehring, Assistant Professor of Government
Helen Lefkowitz Horowitz, Professor of American Studies
Ann R. Jones, Professor of Comparative Literature
†[1] Jennifer Klein, Assistant Professor of History
*[1] Gwendolyn Mink, Professor of Women's Studies
†[2] Cornelia Pearsall, Associate Professor of English Language and Literature
**[1] Margaret Sarkissian, Associate Professor of Music
†[2] Marilyn Schuster, Professor of Women's Studies
Christine Shelton, Associate Professor of Exercise and Sport Studies
Ruth Solie, Professor of Music
Elizabeth V. Spelman, Professor of Philosophy and of Women's Studies
†[1] Nancy Saporta Sternbach, Professor of Spanish and Portuguese and of Women's Studies
Nancy Whittier, Associate Professor of Sociology

Director: The chair of the program committee will serve as the director of the major and the minor and will verify completion of the major and the minor on recommendation of the student's adviser.

Goals for the Women's Studies Major

The women's studies major fosters a feminist, interdisciplinary, cross-cultural, and critical understanding of human experience, cultural production, and the construction of knowledge. Our perspective is feminist: we begin with a focus on women in intellectual, political and cultural life because women's experiences are considered significant in a variety of social and historical contexts. The construction and the meanings of gender are understood, not in isolation, but as constituted through their intersections with race, class, ethnicity, cultures, and sexuality. A central premise of our interdisciplinary major is that only through multiple academic disciplines can the operation of gender, thus conceived, be fully understood. Equally important, by comparing and contrasting the conventions and ideological assumptions of disciplinary frameworks, students acquire a critical understanding of their strengths and limits.

Our perspective is critical, both of traditional disciplines and of ourselves. On the one hand, by providing more information about women's lives

and work, women's studies revises existing theories which, despite their claim to universality, are largely based on men's experiences. We are self-critical because debates within feminist thought and different political and intellectual perspectives on issues of importance to women are addressed and valued within our program.

A women's studies major provides perspectives throughout the entire curriculum. It enriches more traditional disciplinary approaches not simply by including the study of women and the operation of gender, but by transforming the categories through which knowledge is produced and disseminated. The academic field of women's studies is joined to an understanding of the forms of feminist activism around the globe. Research and theory emerges from these everyday realities and feminist theory, in turn, informs our analysis and political choices.

Requirements for the Major

The major consists of 10 semester courses: WST courses and department-based courses chosen from a list compiled yearly by the Women's Studies program. Requirements include: WST 150, Introduction to Women's Studies, normally taken in the first or second year, two additional 4-credit WST courses beyond the 100 level and three courses at the 300-level (see details below). None of the required WST courses may be taken S/U. In addition, students are strongly encouraged to take WST 250, Modes of Feminist Inquiry, and a department-based course in feminist theory. An 8-credit, two-semester honors thesis may be elected by qualified students beyond the ten courses required for the major.

Distribution and Concentration Requirements

The women's studies major encourages students to survey the interdisciplinary and cross-cultural character of feminist scholarship. In addition, the requirements for the major enable a student to gain some specialized knowledge of disciplinary methods (three courses in a category listed below), to appreciate the importance of race and sexuality in studying gender (at least one course from both the Women of Color and the Queer Studies concentration), and in pursuing advanced work (three courses at the 300 level). The major also asks students to reflect on the path they choose through the major and the connections they find among their courses.

With her adviser, the student will devise a plan for the ten 4-credit courses she elects for her major that will satisfy these requirements:

1. Her *distribution* of courses should enable a student to understand the differences that race, ethnicity, class, culture, and sexuality make to women's experience. A student must choose at least one course from among the concentrations Women of Color and Queer Studies from the list published annually in the Women' s Studies Course Guide and available through the Women's Studies Web site (www.smith.edu/wst).
2. At least three of the student's department-based courses will be in one of the following categories; one of the courses in the category must be at the 300 level. The goal of this designation of categories is for students to develop depth in a discipline or field within women's studies, with special attention to the methodology or methodologies that shape the category.
   a. *Forms of literary and artistic expression.* Literature, film studies, fine and/or performing arts (including courses designed as *literature* or *the arts* in the Latin Honors categories).
   b. *Historical perspectives.* History (including art history, music history and other courses designated as *historical studies* in the Latin Honors categories).
   c. *Modes of political and social organization.* Political and social sciences (including courses designated as *social science* in the Latin Honors categories).
   d. *Scientific inquiry.* The sciences, including psychology and exercise and sports studies including courses designated as *natural science, mathematics* and *analytical philosophy* in the Latin Honors categories).

3. Students are also encouraged to take at least two courses in a department related to the category.
4. Students may, in addition, choose a concentration within the women's studies major in either Queer Studies or Women of Color. A concentration consists of at least three courses chosen from the list published annually in the *Women's Studies Course Guide* and available through the Women's Studies Web site (www.smith.edu/wst). Courses chosen to meet the category requirement described in section 2 (above) may be used toward the concentration.
5. Among the ten courses for the major, *three* must be at the 300 level: a 300 level course in the chosen category, at least one WST course, and one other (either a cross-listed core course or an additional WST course).
6. In the senior year, before the Certification of Major form is filed, a student will complete a statement reflecting on the connections among the courses in her major, the questions addressed, and the methods used. She will identify what questions have been the most important to her.

Requirements for the Women's Studies Minor

In consultation with an adviser from the Women's Studies Program committee, a student will elect six women's studies courses, including WST 150, *Introduction to Women's Studies*, normally taken in the first or second year, and which may not be elected S/U.

Her selection of courses should enable her to survey the interdisciplinary and cross-cultural character of feminist scholarship, and to understand the differences that race, ethnicity, class, culture and sexuality make to women's experience. A student must choose at least one course from among those listed under each concentration (Women of Color and Queer Studies).

Minors are strongly encouraged to elect at least one course at the 300 level.

Advising

All members of the Women's Studies Program Committee serve as advisers for the major and minor in women's studies.

Honors

A student may honor in women's studies by completing an eight-credit, two-semester thesis in addition to the 10 courses in the major and fulfilling all the general requirements. Eligibility of students for honors work, and supervision and evaluation of the thesis are determined by the Women's Studies Program Committee.

400 Special Studies
For qualified juniors and seniors. Admission by permission of the instructor and director of the program.
1 to 4 credits
Offered both semesters each year

430d Thesis
8 credits
Full-year course; offered each year

Approved courses for 2001–2002:

WST 100 Issues in Queer Studies
This course introduces students to issues raised by and in the emerging interdisciplinary field of queer studies. Through a series of lectures by Smith faculty members and invited guests, students will learn about subject areas, methodological issues and resources in queer studies. May not be repeated for credit. Offered for 2 credits, graded satisfactory/unsatisfactory only.
Gary Lehring, Director, 2001–02
Nancy Whittier, Director, 2002–03
Offered Spring 2002, Spring 2003

WST 101 Women of Color: Defining the Issues
WST 101 will explore the distinct modes of analysis that women of color have brought to under-

standing their condition, as well as how relations of power have shaped women's knowledge, social practices and forms of resistance. The subjects of the invited lecturers might include women and work, women as culture makers, writers, artists, performers, family as a site of resistance and domination, women and nationalism, images and representations of women of color, self-representations, colonial and postcolonial identities, militarization, migrations, and global capitalism. Graded satisfactory/unsatisfactory only. May not be repeated for credit. 2 credits
Marilyn Schuster and Ann Arnett Ferguson
Offered Fall 2001, Fall 2002

WST 105 Issues in Queer Studies
This course combines the lectures of WST 100 with a weekly discussion meeting. Students will pursue the topics in greater depth through additional reading and writing assignments. Enrollment limited to 40. Recommended for majors, minors and perspective majors. (E)
Gary Lehring, Director
Offered Spring 2002

WST 150 Introduction to Women's Studies
An introduction to the interdisciplinary field of women's studies through a critical examination of feminist histories, issues and practices. Focus on the United States with some attention to the global context. Primarily for first- and second-year students. 4 credits
Marilyn Schuster, Susan Van Dyne and Elisabeth Armstrong
Offered Spring 2002, Spring 2003

WST 225 Women and the Law
This course will examine constitutional interpretations and statutory innovations affecting women's legal status and gender justice. Using case law as our starting point, we will consider the interaction between law and gender relations; the achievements and limitations of women's rights victories; and the impact of gender-conscious law and legal reform on women of different races, classes, and sexualities. Readings and lectures will focus on legal aspects of the following problems: women's constitutional citizenship; discrimination in the labor market; poverty law and women's social rights; sex/gender violence; and pornography. 4 credits
Gwendolyn Mink
Offered Spring 2002

WST 235 Youth Culture and Gender
This course examines the corporate sales pitch to young consumers as well as low budget cultural productions to ask what constitutes "youth culture" in the U.S. We will discuss a wide range of mainstream and subcultural material for and by American youth, from movies and music to body politics, Riot Grrls and DIY (do it yourself) publications. We will explore their additions to (and transformations of) national, regional, and local conversations about gender and feminism in the United States today. Enrollment limited to 16. Prerequisites: WST 150 or permission of the instructor. (E) 4 credits
Elisabeth Armstrong
Offered Spring 2002

WST 250 Modes of Feminist Inquiry
In this course students will analyze and apply methods used in the interdisciplinary field of women's studies. We will pay particular attention to the nature of evidence used in interpreting women's lives and to cross-cultural awareness. We will emphasize historiographical and textual analysis, archival research and theory-building. Our goal is to learn to use critical methods that will help us understand the personal, social, and political choices made by women in the past and present. Recommended for sophomores and juniors. Prerequisite: WST 150 and two other 4-credit WST or cross-listed courses or permission of the instructor. Enrollment limited to 30. 4 credits
Susan Van Dyne
Offered Fall 2001

All 300-level courses in WST are seminars with limited enrollment.

WST 300 Special Topics in Women's Studies: Women, Culture and Development
The course begins by tracing the contours of development, feminist, and cultural studies, to raise questions about what an explicitly gendered development is and could be. Next, the course moves

towards a consideration of particular arenas of contestation—from labor and economic development, to the environment, reproduction, sexuality, struggles over the nation and making change. We shall also read one novel during the course which contains many of the themes central to reflections on development. Theoretical considerations will be grounded through readings, film, and case studies from and about many sites in the Third World. Enrollment limited. Prerequisite: WST 150, 230, or permission of the instructor required.
4 credits
Kum-Kum Bhavnani
Offered Fall 2001

WST 312 Queer Resistances: Identities, Communities, and Social Movements
The course will examine constructions of lesbian, gay, queer, bisexual, and transgender at the levels of individual and collective identities, communities of various forms, and social protest, with a focus on the interplay between resistance and accommodation at each of these levels of analysis. Drawing on historical, theoretical, narrative, and ethnographic sources, we will examine multiple sites of queer resistance including local communities, academic institutions, media, the state, social movement organizations, and the Internet. We will pay explicit attention to queer identities, communities, and movements as racialized, shaped by class, gendered, and contextual. We will examine the consequences of various theories of gender, sexuality, and resistance for how we interpret the shapes that queer, lesbian, gay, bisexual and transgender identity, community, and social movements take. Readings will include primary source documents from diverse groups, including published newsletters, organizational position papers, individual narratives, and material from organizational and personal Web sites and discussion groups, and students will conduct their own research using such primary sources. Prerequisites: WST 150 or 250 and one other Women's Studies course or permission of the instructor. **{H/L}**
4 credits
Nancy Whittier
Offered Spring 2002

WST 315 Sexual Histories, Lesbian Stories
In this seminar we will focus on three moments in twentieth-century gay and lesbian history: the publication and trial of Radclyffe Hall's *The Well of Loneliness* in 1928, the post World War II homophile movement in the United States in the 1950s (particularly the Daughters of Bilitis and *The Ladder*), and the intersections between the women's movement and the gay and lesbian movement from Stonewall (1969) through the 1970s in North America. We will study medical, scientific, legal, political and historical narratives as well as fiction produced by lesbian and bisexual women at these three moments. What contradictions and continuities mark the expression and social control of female sexualities that were considered transgressive at different moments and in different cultural contexts? Whose stories get told? How are they read? How can the multiple narratives of control, resistance and cultural expression be useful to us in the twenty-first century? Writers such as Radclyffe Hall, Virginia Woolf, Colette, Natalie Clifford Barney, Nella Larsen, Ann Bannon, Lorraine Hansberry, Jane Rule, Isabel Miller, Ann Shockley, Audre Lorde, Marga Gomez, Rita Mae Brown, Alexis DeVeaux, Cherríe Moraga, Gloria Anzaldúa and Monique Wittig will be considered. Prerequisites: WST 150 or 250 and one other Women's Studies course or permission of the instructor. 4 credits
Marilyn Schuster
Offered Spring 2002

WST 320 Women of Color in Feminist Movements in the U.S.
This seminar will examine how feminists in the United States have addressed the interaction of sex/gender subordination with racial and ethnic inequality through their theoretical work, political movement, and expressive culture. Our focus will be on the work of women of color who have foregrounded the ways in which this intersection of social identities has profoundly shaped the meaning of sex/gender as well as what is considered feminist theory and practice in the U.S. today. We draw on a wide range of texts as the starting point for an exploration of how race/ethnicity makes a difference in the understanding of and action around issues that are thought of as

"women's." One important goal will be to facilitate a dialogue over the course of the semester about questions of "difference" and power between and among women and the meaning this makes in our own lives. Prerequisites: WST 150 or 250 and one other women's studies course or permission of the instructor. **{S}** 4 credits
Ann Arnett Ferguson
Offered Fall 2001

WST 330 Women's Movements, Feminisms and the State
This course examines varied gender-conscious political mobilizations by U.S. women, their ideologies, and their claims; considers the impact of feminist political thinking about citizenship and social inequality on movement goals and achievements; analyzes racialized gender dynamics in feminist politics and racialized gender consequences of various ideologies and claims. Prerequisites: WST 150 or 250 and one other women's studies course or permission of the instructor. 4 credits
Gwendolyn Mink
Offered Spring 2002

WST 335 Women, Struggle and Resistance in Africa, Asia, Latin America and the Middle East
This class aims to introduce students to key issues that form a focus for women's situations and struggles in the Third World. We will also ask students to reflect on the relationship between women in industrialized countries and those in the Third World. The course will draw upon readings, videos, films and case studies to form the basis of classroom discussion. Prerequisites: WST 150 and one other women's studies course or permission of the instructor. (E) **{S}** 4 credits
Kum-Kum Bhavanani
Offered Spring 2002

Approved Departmental Core Courses

Please see home department for descriptions.

AAS 212 Culture and Class in the Afro-American Family
Ann Arnett Ferguson
Offered Fall 2001

AAS 220 Women of the African Diaspora
Ann Arnett Ferguson
Offered Fall 2002

AAS 248 Gender in the Afro-American Literary Tradition
Kevin Quashie
Offered Fall 2001

AAS 326 Seminar: The Sociocultural Development of the Afro-American Woman
Ann Arnett Ferguson
Not offered in 2001–02

AAS 350 Seminar: Race and Representation: Afro-Americans in Film
Ann Arnett Ferguson
Not offered in 2001–02

AMS 120 Scribbling Women
Sherry Marker
Offered Fall 2001

AMS 221 Women's History Through Documentary
Joyce Follet
Offered Spring 2002

ANT 244 Gender, Science andCulture
Frédérique Apffel-Marglin
Offered Fall 2001, Fall 2002

ANT 251 Women and Modernity in East Asia
Suzanne Zhang-Gottschang
Offered Fall 2001, Spring 2003

ANT 254 Women and Resistance in South Asia
Ravina Aggarwal
Offered Spring 2002

ANT 342 Seminar: Motherhood
Suzanne Zhang-Gottschang
Offered Spring 2003

ANT 347 Writing Culture Through Fiction
Ravina Aggarwal
Offered Spring 2002

ARH 101 Approaches to Visual Representation: Women in the Arts
Nina James-Fowler
Offered Fall 2001, Spring 2002

CLS 233 Constructions of Gender and Sexuality in Greco-Roman Culture
Nancy Shumate
Offered Spring 2002

CLS 236 Cleopatra: Histories, Fiction, Fantasies
Nancy Shumate
Not offered in 2001–02

CLT 223 Forms of Autobiography: Women's Autobiographies in Context
Ann Jones
Not offered in 2001–02

CLT 229 The Renaissance Gender Debate
Ann Jones
Offered Fall 2001

CLT 230 "Unnatural" Women: Mothers Who Kill Their Children
Thalia Pandiri
Not offered in 2001–02

CLT 235 Fairy Tales and Gender
Elizabeth Harries
Offered Spring 2002

CLT 267 African Women's Drama
Katwiwa Mule
Offered Fall 2001

CLT 268 Latina and Latin American Women Writers
Nancy Sternbach
Offered Spring 2002

CLT 272 Women Writing: 20th-Century Fiction
Marilyn Schuster
Offered Fall 2001

CLT 279 Women Writers of the Middle Ages
Nancy Bradbury and Eglal Doss-Quinby
Offered Spring 2002

CLT 315 Feminist Novel in Africa
Katwiwa Mule
Offered Spring 2002

EAL 244 Construction of Gender in Modern Japanese Women's Writing
Kimberly Kono
Offered Fall 2001

EAL 261 Major Themes in Literature: East-West Perspectives
Topic: Gendered Fate
Sabina Knight
Offered Fall 2002

EAL 360 Seminar: Topics in East Asian Literatures
Topic: Contemporary Chinese Women's Fiction
Sabina Knight
Spring 2003

EAL 360 Seminar: Topics in East Asian Literatures
Topic: The Tale of the Genji and its Legacy
Thomas Roblich
Offered Fall 2001, Fall 2002

ECO 222 Women's Labor and the Economy
Mark Aldrich
Not offered in 2001–02

ENG 120 Fiction
Section: Women Coming of Age
Elizabeth Harries
Not offered in 2001–02

ENG 120 Fiction
Section: American Women Writers
Ann Boutelle
Not offered in 2001–02

ENG 120 Coming of Age Narratives
Janis Greve
Offered Spring 2002

ENG 264 American Women Poets
Susan Van Dyne
Offered Fall 2001

ENG 266 Postcolonial Literature
Ambreen Hai
Not offered in 2001–02

ENG 278 Writing Women: Asian-American Women Writers
Floyd Cheung
Not offered in 2001–02

ENG 280 Advanced Essay Writing: Essays by Women
Ann Boutelle
Offered Fall 2001

ENG 286 Reading and Writing Autobiography
Ann Boutelle
Offered Spring 2002

ENG 300 Seminar: Willa Cather's Fiction
Richard Millington
Offered Fall 2001

ENG 302 Seminar: American Literature
Topic: Emily Dickinson, Marianne Moore and Elizabeth Bishop
Dean Flower
Not offered in 2001–02

ENG 342 Seminar: Studies in 19th Century Literature
Topic: The Brontes
Cornelia Pearsall
Not offered in 2001–02

ENG 378 Writing Women: The Art of Self-Fashioning
Sharon Seelig
Not offered in 2001–02

ENG 379 Seminar: Women and Literature
Robert Hosmer
Not offered in 2001–02

ESS 550 Women in Sport
Christine Shelton
Offered Fall 2001

FLS 241 Women and American Cinema: Representation, Speculatorship, Authorship
Alexandra Keller
Offered Fall 2001

FRN 230 Black Francophone Women Writers
Dawn Fulton
Offered Fall 2001

FRN 340 Topics in 17th/18th Century Literature
Topic: Women Writers and Images of Women in 17th Century French Literature
Hélène Visentin
Not offered in 2001–02

GER 227 When Men Were Women: The Woman's Role in Medieval German Lyric
Mary Paddock
Offered Spring 2002

GOV 204 Urban Politics
Martha Ackelsberg
Offered Fall 2002

GOV 266 Politics of Gender and Sexuality
Gary Lehring
Offered Fall 2002

GOV 305 Seminar: Law, Family and State
Alice Hearst
Offered Fall 2002

GOV 311 Seminar: Urban Politics
Martha Ackelsberg
Offered Spring 2003

GOV 324 Seminar in Comparative Government
Topic: Transitions to Democracy, Gender and Leadership
Susan C. Bourque
Not offered in 2001–02

GOV 341 Seminar in International Politics
Topic: Gender and Global Politics
Mary Geske
Offered Spring 2002, Fall 2002

GOV 364 Seminar in Political Theory: Feminist Theory
Martha Ackelsberg
Offered Spring 2002

GOV 366 Seminar in Political Theory
Topic: The Body Politic
Gary Lehring
Not offered in 2001–02

GOV 367 Seminar in Political Theory
Topic: Queer Theory
Gary Lehring
Offered Spring 2003

HST 228 Religious Women in Medieval Society
Fiona Griffiths
Offered Fall 2001

HST 253 Women in Modern Europe
Lisa DiCaprio
Offered Spring 2002

HST 263 Continuity and Change in Spanish America and Brazil
Topic: Gender in the Study of Latin American History
Ann Zulawski
Offered Fall 2002

HST 277 History of Women in the United States, Colonial Period to 1865
Marylynn Salmon
Not offered in 2001–02

HST 278 History of Women in the United States, 1865–1970
Helen Lefkowitz Horowitz
Offered Fall 2001, Fall 2002

HST 280 Problems of Inquiry: Women and Work in 20th Century America
Kathleen Nutter
Offered Fall 2001

HST 378 Problems in 20th Century United States History
Topic: Feminism Since 1945
Kate Weigand
Offered Fall 2001

HST 383 Seminar: Research in U.S. Women's History—The Sophia Smith Collection
Topic: American Women in the 19th and 20th Centuries
Helen Lefkowitz Horowitz
Offered Spring 2002

IDP 208 Women's Medical Issues
Leslie Jaffe
Offered Fall 2001

LAS 301 Topics in Latin American Studies
Topic: Contemporary Latina Theatre
Nancy Saporta Sternbach,
Offered Fall 2002

MUS 100 Colloquium: Women, Men and Music in the Western Tradition
Raphael Atlas
Not offered in 2001–02

MUS 100 Colloquium: Music and Gender in Cross-Cultural Perspective
Enrollment limited to 15. **WI**
Margaret Sarkissian
Offered Spring 2003

PHI 240 Philosophy and Women
Meredith Michaels
Not offered in 2001–02

PHI 305 Topics in Feminist Theory
Topic: Gender and Human Identity
Meredith Michaels
Offered Fall 2001

PSY 266 Psychology of Women and Gender
Prerequisite: PSY 112 or permission of the instructor.
Lauren Duncan
Offered Fall 2001

PSY 268 Lesbian Identity and Experience
Kathleen Shanahan
Offered Fall 2001

PSY 340 Seminar: Gender and the Life Course
Maureen Mahoney
Offered Spring 2002

PSY 366 Seminar: Topics in the Psychology of Women
Topic: Issues in Adolescent Gender Role Development
Lauren Duncan
Offered Fall 2001

REL 110 Women Mystics' Theology of Love
Elizabeth Carr
Offered Spring 2002

REL 234 Judaism and Feminism
Lois Dubin
Offered Fall 2001

REL 242 Mary: Images and Cults
Vera Shevzov
Offered Fall 2001, Fall 2002

REL 335 Seminar: Problems in Jewish Religion and Culture
Topic: Women, Feminism, and Spirituality
Lois Dubin
Not offered in 2001–02

RUS 239 Major Russian Writers: Women's Memoirs and Autobiographical Writings in Russia
Alexander Woronzoff-Dashkoff
Offered Fall 2001

SOC 224 Family and Society
Alice Julier
Offered Fall 2001, Fall 2002

SOC 229 Sex and Gender in American Society
Nancy Whittier
Offered Fall 2001, Fall 2002

SOC 310 The Sociology of Courageous Behavior: Gender, Community and the Individual
Myron Glazer
Offered Fall 2001, Fall 2002

SOC 314 Seminar in Latina/o Identity
Topic: Latina/o Racial Identities in the United States
Ginetta Candelario
Offered Spring 2002

SOC 315 The Body and Society
Elizabeth Wheatley
Offered Spring 2002, Spring 2003

SOC 323 Seminar: Gender and Social Change
Nancy Whittier
Offered Spring 2002, Spring 2003

THE 214 Black Theatre
Andrea Hairston
Offered Fall 2001

Interdepartmental and Extradepartmental Course Offerings

Visiting faculty and some lecturers are generally appointed for a limited term.

ACC 223 Financial Accounting
The course, while using traditional accounting techniques and methodology, will focus on the needs of external users of financial information. The emphasis is on learning how to read, and to interpret and analyze financial information as a tool to guide investment decisions. Concepts rather than procedures are stressed and class time will be largely devoted to problem solutions and case discussions. A basic knowledge of arithmetic and a familiarity with a spreadsheet program is suggested. No more than four credits in accounting may be counted toward the degree. **{S}**
4 credits
Charles Johnson
Offered both semesters each year

COG 200 Introduction to Cognitive Science
Cognitive Science is the umbrella uniting the scientific fields concerned centrally with the nature of the mind: Philosophy of Mind, Cognitive Psychology, Linguistics, Artificial Intelligence, Neuroscience. In this course students who are enrolled in courses in these fields, either concurrently or in the semester before this, will participate in a series of lectures and discussions with faculty to make connections and highlight disciplinary differences in approach. Pre- or co-requisite: either PHI 236, PHI 202, CSC 290, CSC 294, PSY 216, PSY 218, PPY 209, PPY 213, EDC 238, EDC 333. **{N}** 2 credits
Jill de Villiers (Psychology and Philosophy), Deepthi Kamawar and guest lecturers from the faculty
Offered Spring 2002

GLT 291 Western Classics in Translation, from Homer to Dante
Texts include the *Iliad*; tragedies by Aeschylus, Sophocles, and Euripides; Plato's *Symposium*; Virgil's *Aeneid*; Dante's *Divine Comedy*. **{L} WI**
4 credits
Maria Banerjee (Russian Language and Literature), Director
Lecture and discussion
Maria Banerjee (Russian Language and Literature)
Charles McNelis (Classical Languages and Literatures)
Robert Hosmer (English Language and Literature)
Offered Fall 2001

GLT 292 Western Classics in Translation, from Chrétien de Troyes to Tolstoy
Chrétien de Troyes's *Yvain*; Shakespeare's *Antony and Cleopatra*; Cervantes' *Don Quixote*; LaFayette's *The Princess of Clèves*; Goethe's *Faust*; Tolstoy's *War and Peace*. Prerequisite: GLT 291. **{L} WI** 4 credits
Maria Banerjee (Russian Language and Literature), Director
Lecture and Discussion
Maria Banerjee (Russian Language and Literature)
Robert Hosmer (English Language and Literature)
Offered Spring 2002

IDP 125 Mapping the Globalization Debates
Globalization points toward the flow of capital, labor, information and goods across national borders. The process involves creations of new markets, and new forms of corporate organization; a global economy also involves migration patterns,

and questions of citizenship and rights as people flow across borders in new configurations of work. Although the world's geography might seem stable, globalization reconfigures what geography means in political, economic and cultural terms. Globalization includes uses of resources, points of cultural contact and conflicts between cultures, patterns of exchange, assimilation, forms of social organization, and accumulation of wealth. Students will explore the complex processes of globalization from an interdisciplinary perspective through lectures by Smith faculty and invited guests. Graded S/U only. (E) 2 credits
Susan Van Dyne, Women's Studies (Director) and other members of the faculty
Offered Spring 2002

IDP 208 Women's Medical Issues
A study of topics and issues relating to women's health, including menstrual cycle, contraception, sexually transmitted diseases, pregnancy, abortion, menopause, depression, eating disorders, nutrition and cardiovascular disease. While the course focus will primarily be on the physiological aspects of these topics, some social, ethical and political implications will be considered, including the issues of violence, the media's representation of women and gender bias in health care. **{N}** 4 credits
Leslie Jaffe (Health Services)
Offered Fall 2001

LSS 100 Issues in Landscape Studies
Through readings, discussions, and a series of lectures by Smith faculty and guests, we will examine the history and influences out of which landscape studies is emerging. We will look at the relationship of this new field with literary and cultural studies, art, art history, landscape architecture, history, biology, and environmental sciences. What is Landscape Studies? Where does it come from? Why is it important? How does it relate to, for instance, landscape painting and city planning? How does it link political and aesthetic agendas? S/U only. **(E) {H/S/A}** 2 credits
Ann Leone, Director
Offered Spring 2002

LSS 200 History of Landscape Architecture
This course is a survey of the history of landscape architecture with an emphasis on artistic, environmental, social, and scientific developments in the design of both private and public spaces in Europe and the United States. The focus will include non-Western precedents such as Persian, Islamic, Chinese, and Japanese landscapes. Contemporary gardens will be studied on a global scale. 4 credits
Nina James-Fowler
Offered Fall 2001

QSK 101 Quantitative Skills
This course is for students who need additional preparation to succeed in courses containing quantitative material. It will provide a supportive environment for learning or reviewing, as well as applying, pre-calculus mathematical skills. Students develop their numerical, statistical and algebraic skills by working with numbers drawn from a variety of current media sources. Enrollment limited to 20. Permission of the instructor required. (E) **{M}** 4 credits
Jennifer Innes
Offered Fall 2001

QSK 102 Precalculus and Modeling Skills
This course is intended for students who have taken QSK 101 and wish to continue their mathematical preparation. It will build on material from QSK 101 to develop a thorough understanding of the most widely used algebraic and trigonometric functions, using applications drawn from a variety of disciplines. Students completing QSK 102 will be prepared to start the calculus sequence, or to handle the mathematical functions used in many science and social science applications. Enrollment limited to 20. Prerequisite: QSK 101 or permission of the instructor. (E) **{M}** 4 credits
Jennifer Innes
Offered Spring 2002

SPE 100 The Art of Effective Speaking
This one-credit course sponsored by the Jacobson Center for Writing, Teaching, and Learning will give students systematic practice in the range of public speaking challenges they will face in their academic and professional careers. During each

class meeting, the instructor will present material on an aspect of speech craft and delivery; each student will then give a presentation. The instructor will videotape each student's presentations and review them in individual conferences. Two sections, each limited to 10 students. Classes will be held for the first six weeks of the spring semester. Conferences will be scheduled separately. Note: students registering for this course should come to the first class meeting prepared to deliver a three- to five-minute speech of introduction on the following topic: *Who I Am and Where I'm Going.* Students should also bring a blank videocassette to the first session. **(E)** 1 credit
Debra Carney, Mary Koncel
Offered first six weeks of Spring 2002

PPY 209 Philosophy and History of Psychology
An examination of the philosophical issues which have troubled psychology as a science, such as determinism and free will, conscious and unconscious processes, the possibility and efficacy of self-knowledge, development of knowledge and morality, behaviorism vs. mentalism, realism and constructivism, and the relation of mind and brain. Prerequisite: at least one 100-level course in philosophy or psychology. **{N}** 4 credits
Peter de Villiers and Jill de Villiers
Offered Spring 2002

PPY 213 Language Acquisition
The course will examine how the child learns her first language. What are the central problems in the learning of word meanings and grammars? Evidence and arguments will be drawn from Linguistics, Psychology, and Philosophy, and cross-linguistic data as well as English. Prerequisite: either PSY 111, PSY 233, PHI 100, or PHI 236, or permission of the instructor. **{N}** 4 credits
Jill de Villiers
Offered Spring 2002

Five College Course Offerings by Five College Faculty

Visiting faculty and some lecturers are generally appointed for a limited term.

The following courses are taught by faculty holding Five College joint appointments, but are only a few of those courses available through the Five College Student Interchange. (Through the Interchange students at any one of the five campuses may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus advisor, meet any course prerequisites, and there is space available.)

Self-instructed languages in the Self-Instructional Language Program, Five College Foreign Language Resource Center, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Serbo-Croatian, Swahili, Thai, Turkish, and Urdu. For further information, including information on registration, consult the Self-Instructional Language Program Web site at the Five College Web site (http://www.fivecolleges.edu/).

Arabic

Mohammed Mossa Jiyad, Five College Senior Lecturer in Arabic (at Mount Holyoke College under the Five College Program).

Fall 2001

Asian 130 Elementary Arabic I This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing.
Mount Holyoke College

Asian 232 Intermediate Arabic I This course continues Asian Studies 130, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.
Mount Holyoke College

ARA 100D Elementary Arabic I See course description for ASIAN 130.
Smith College

Spring 2002

Asian 131 Elementary Arabic II Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.
Mount Holyoke College

Asian 232 Intermediate Arabic II Continuation of Asian Intermediate Arabic I.
Mount Holyoke College

ARA 100D Elementary Arabic II See course description for Asian 131.
Smith College

Dance

Constance Valis Hill, Five College Visiting Associate Professor of Dance (at Hampshire College under the Five College Program).

Fall 2001

HACU 129 Jazz Modernism Embellishing upon Ralph Ellison's observation that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of modern American expressive culture in the 20th century. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage, as how the music made its cross-disciplinary mark in the literary, visual, and performing arts. Learning how to listen to the music is crucial to recognizing how jazz became the motive and method of shaping a distinctly modernist aesthetic. This cultural history of jazz spans the period from the 1920s–1960s. We will examine the relationship between jazz music and dance, looking at how rhythm, improvisation, call-and-response patterning, and elements of swing altered the line, attack, speed, weight, and phrasing of American dance forms. And ultimately consider jazz as the master trope of the 20th century, the definitive sound and shape of America. Instructors: Constance Valis Hill and Margo Edwards
Hampshire College

Dance 377 Writing Dance This class will develop and sharpen the skills needed for looking at and writing about dance. We will focus on the practical task of writing about performance art, using theoretical and critical writings as an aid in capturing and conveying how performance communicates and what it expresses. Hopefully, we will tool the skills needed to synthesize the reality of the dance with its poetic or cultural resonance. Students will be required to attend live performances and to observe dance, movement, performance art and classes across the five colleges.
Smith College

Spring 2002

TH&D 68 Twentieth Century American Dance: Sixties Vanguard to Nineties Hip-Hop This survey of late 20th century dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic—to the radical postmodernism of the nineties. Meets twice a week, 3 hrs/wk.
Amherst College

HACU 270 Fleeting Images: Choreography on Film: From Charlie Chaplin to Jackie Chan This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body. We will view the works of such filmmakers and/choreographers as Maya Deren, Busby Berkeley, Doris Humphrey, Martha Graham, Vincente Minelli, Norman McLaren, George Sidney, Bob Fosse, Stanley Donen, Roland Petit, and Merce Cunningham, as well as music television videography, as we examine and elucidate the imaginative and ingenious ways film dance artists have captured the fleeting image of the moving body on film. This course is open to students interested in dance, theatre and cultural studies, choreography, filmmaking, photography, and videography.
Hampshire College

Film/Video Production

Elizabeth Miller, Five College Visiting Assistant Professor of Film/Video Production (at the University of Massachusetts under the Five College Program).

Fall 2001

FLS 280 Introduction to Video Production and the History of Video Art Video I is an introductory video production course. This class will introduce you to the history and contemporary practice of video art/documentary video and will provide

you with the technical and conceptual skills to complete creative video projects in small groups and individually. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project. Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. 4 credits.
T 1–5 p.m. W 7:30–9:30 p.m.
Smith College

ART 297V Nonfiction Video This course will provide you with the technical and conceptual skills to complete nonfiction video projects in small groups and individually. Over the course of the semester students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop technical proficiency in the video medium as well as practical skills for the completion of a nonfiction project. A history of documentary film and video from 1960 to the present will be explored through weekly screenings and readings. Class will meet twice a week, and class time will be divided into three specific activities; in-class workshops, discussions of weekly readings and screenings, and critiques and screening of work produced for this course. This course is open to both introductory- and intermediate-level video students with the permission of the instructor.
University of Massachusetts

HACU 140 VIDEO I
Instructor TBA. This intensive course will introduce students to basic video production techniques for both location and studio work. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think about and look critically at the making of the moving image. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. No one form or style will be stressed, though much in-field work will be assigned. Students will be introduced to both digital editing with Adobe Premiere and analog editing using 3/4" decks and an Editmaster system. There will be weekly screenings of films and video tapes that represent a variety of stylistic approaches. Students will work on projects and exercises in rotation crews throughout the term. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. (Lab fee $50) Open, 16 limit. M 2:30–5:20 p.m., LIB B5
Hampshire College

Spring 2002

FLS 280 Introduction to Video Production and the History of Video Art Video I is an introductory video production course. This class will introduce you to the history and contemporary practice of video art/documentary video and will provide you with the technical and conceptual skills to complete creative video projects in small groups and individually. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project. Prerequisite: 200 (which may be taken concurrently). Enrollment limited to 13. 4 credits.
Smith College

Ann Steuernagel, Five College Visiting Assistant Professor of Film/Video Production (at Amherst College and Mount Holyoke College under the Five College Program).

Fall 2001

English 82F Production Workshop in the Moving Image An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Limited to 15 students. Requisite: permission of instructor. (Contact English Department before registration.) W 1–4 p.m./ screening T 7–10 p.m.
Amherst College

FS210 Production Workshop in the Moving Image This course will focus on the production and critical study of the moving image using video equipment. Included are hands-on exercises with

video camcorder and editing facilities, as well as screenings and critical readings. Requisite: permission of instructor. (Contact Film Studies Department before registration.) T 1–3:50 p.m./ screening M 7–10 p.m.
Mount Holyoke College

Spring 2002

FS 310 Production Seminar in the Moving Image An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Seminar meets once weekly plus evening film screening. (Contact Film Studies Department before registration.) Prerequisite: Film Studies 210 and/or consent of the instructor. Limited enrollment.
Mount Holyoke College

Advanced Film Course—Communication
Contact Communication Department
University of Massachusetts

Geosciences

John M. Rhodes, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

Fall 2001

GEO-105 Earthquakes and Volcanoes The earth is a dynamic planet constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the development of ideas that led to the scientific revolution of plate tectonics; the relationships between earthquakes, volcanoes and plate tectonics; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Franciscan earthquake of 1906, the great Alaskan earthquake, the 79A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (USA), Pinitubo (Phillipines) and Kilauea (Hawaii). T Th 4–5:30 p.m.
University of Massachusetts

Spring 2002

GEO 512 X-Ray Fluorescence Analysis Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.
University of Massachusetts

GEO 591V Volcanology Systematic discussion of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology; particular attention to Hawaiian, ocean-floor, and Cascade volcanism.
University of Massachusetts

International Relations

Michael T. Klare, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

Fall 2001

Political Science 351: International Security Policy An examination of contemporary U.S.-Chinese and U.S.-Russian relations with particular reference to international security issues. The course will consider these issues in the wider context of international relations in the era of globalization. Will focus on such general issues as nuclear proliferation, arms transfers, ballistic missile defense, environmental security, trade policy, and human rights, along with particular problems like NATO expansion and the status of Taiwan. In each topic area, the course will examine the nature of the problem as well as the range of policy options facing U.S. leaders. Students will be required to organize and participate in a debate on a particular policy issue and to write a term paper on a particular aspect of U.S.-Chinese or U.S.-Russian relations.
University of Massachusetts

Spring 2002

PS 64 Global Resource Politics A seminar that will assess the impact of intensified resource competition on international politics and conflict dynamics in the 21st century. Will examine global

supply and demand patterns for those resources considered essential to human life and modern industrial society: oil, water, minerals, timber, food, and land. Will also consider how population growth, economic globalization, and technological change will affect the supply and demand for these materials. The bulk of the course will be devoted to an analysis of how these various patterns intersect with global political dynamics to produce friction and conflict in the international system. Will conclude with a discussion of how the international system can better manage resource shortages and resource disputes so as to reduce the risk of conflict over vital materials. Students will be expected to write a research paper on one aspect of this larger problem and to summarize their findings in class.
Amherst College

Jon Western, Five College Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

Fall 2001

IR 385/Politics 385 International Security This course focuses on the recasting of global security concerns after the end of the Cold War. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; ethnic, nationalist, and regional conflicts; weapons proliferation; and the role of nuclear weapons in the post–Cold War world. The course concludes with an examination of specific initiatives for achieving both common and comprehensive security.
Mount Holyoke College

SS267 International Relations Theory and Practice How long can the United States sustain its global dominance? What is the future of great power competition? What causes regional and civil violence? Does the emergence of globalization and global information technologies signal a decline in the strength and influence of the state? Will the international community develop collective efforts to resolve and mitigate transnational ecological threats? This course examines these questions and others by examining the core causes of conflict and cooperation in contemporary world politics. The course will begin with an extensive evaluation of a range of theoretical approaches to understanding the nature of the state system and state behavior, the instruments of national power, the role of international regimes and institutions, and the emerging role of non-state actors in global politics. We will then evaluate these concepts, assumptions and theories by asking how well these approaches help us understand contemporary international policy issues such as regional and civil violence, proliferation of weapons of mass destruction, global arms sales, globalization, international trade and finance, human rights, and environmental degradation and resource scarcity. The readings and class discussions will emphasize the interdependent relationship between history, theory, social science analysis, and contemporary global policy issues.
Hampshire College

Spring 2002

PS 62 United States Foreign Policy: Democracy and Human Rights Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world, and on the emergence of—and compliance with—international human rights conventions, protocols, and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural, and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin American, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. Instructor's consent required. This course fulfills requirement for advanced seminar in Political Science.
Amherst College

IR 319 United States Foreign Policy: Democracy and Human Rights Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and do-

mestic corporate interests? What influence does the United States have on the development of democracy around the world, and on the emergence of—and compliance with—international human rights conventions, protocols, and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies, and seeks to uncover the range of political, economic, cultural, and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin American, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. Instructor's consent required. This course fulfills requirement for advanced seminar in Political Science.
Mount Holyoke College

Italian

Elizabeth H. D. Mazzocco, Associate Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program)

Spring 2002

Italian 514 Fifteenth-Century Italian Chivalric Epic: Boiardo and Pulci The course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato,* as well as other minor, literary works. Topics for discussion will include: the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, imatatio, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.
Renaissance Center at University of Massachusetts

Music

Yusef A. Lateef, Five College Distinguished Visiting Professor of Music (at University of Massachusetts).

Fall 2001

AAS 222. Intro African American Music. Lecture, discussion: Listening to music of African American musicians. Spirituals, gospel and autophysiopsychic music. T, Th
Smith College

HACU 239 Jazz Performance Seminar This course is a performance seminar in Jazz improvisation in a small group setting. It will deal with tonal, atonal, and free form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments. Prerequisite: Tonal Theory I and Tonal Theory II or equivalent Five College music courses.
Hampshire College

Spring 2002

Music 595A Seminar—Composition Western and Non-Western Music. Lecture, composition and performance class: clustonic theory and endophyte composition and an intervalic approach to autophysiopsychic music performance.
University of Massachusetts

HACU 239 Music Performance Seminar A performance seminar in autophysiopsychic music in a small group setting. This course will deal with tonal, atonal, and various forms of musical expression. Subjects to be discussed will include the 7th scale and its components, model performance, nuances and the soul as it relates to musical expression.
Hampshire College

MUSIC 38 Intro African American Music. Lecture, discussion: Listening to music of African American musicians. Spirituals, gospel and autophysiopsychic music.
Amherst College

Five College Certificate in African Studies

The Five College African Studies Certificate Program allows students on each of the five campuses to develop a concentration of study devoted to Africa that complements any major. The certificate course of study is based on six courses on Africa to be selected with the guidance and approval of an African studies certificate program adviser.

Five College Certificate Program Requirements

A. Six courses: chosen from at least four different departments, programs, or disciplines: (Each course should carry at least three semester credits, and its content should be at least 50 percent devoted to Africa per se)

1. History. Minimum of one course providing an introductory historical perspective that surveys the *entire* African continent;
2. Social Science. Minimum of one course on Africa in the social sciences (i.e., Anthropology, Economics, Geography, Political Science, Sociology);
3. Arts and Humanities. Minimum of one course on Africa in the fine arts and humanities (i.e., Art, Folklore, History, Literature, Music, Philosophy, Religion).

B. Language Requirement: Proficiency through the level of the second year in college, in an indigenous or colonial language of Africa other than English. This requirement may be met by examination or course work; such language courses may not count toward the six courses required in Section A.

C. Further Stipulations:

1. No more than three courses in any one department or program may count toward the six required in Section A.
2. A certificate candidate may present courses taken in Africa, but normally at least three of the required courses must be taken in the Five Colleges.
3. A candidate must earn a grade of B or better in every course for the certificate; none may be taken on a pass/fail basis.
4. Unusual circumstances may warrant substituting certificate requirements; therefore a candidate through her/his African Studies Faculty Adviser may petition the Faculty Liaison Committee (the Five College committee of certificate program advisers) at least one full semester before graduation for adjustments in these requirements. A successful petition will satisfy the interdisciplinary character of the certificate program.

D. Recommendations:

1. Students are encouraged to spend a semester or more in Africa. Study abroad opportunities currently available through the Five Colleges include University of Massachusetts programs at the American University in Cairo, Egypt; the University of Fort Hare, South Africa; Mount Holyoke College Program in Senegal at l'Université Cheikh Anta Diop, Dakar; and independent programs approved by each college. Admission to these exchange programs is open to qualified students from all five colleges. Further information about these and other Africa programs is available at the college's study abroad office.
2. Students are encouraged to complete their certificate program with an independent study project that integrates and focuses their course work in African studies.

For further details, consult one of the Smith College advisers: Elliot Fratkin, Department of Anthropology; Elizabeth Hopkins, Department of Anthropology; Katwiwa Mule, Comparative Literature and Afro-American Studies; Louis Wilson, Department of Afro-American Studies

Five College Certificate in Asian/Pacific/American Studies

Mission Statement

The Five College Asian/Pacific/American Studies Certificate Program enables students to pursue concentrated study of the experiences of Asians and Pacific Islanders in the Americas. Through courses chosen in consultation with their campus program adviser, students can learn to appreciate APA cultural and artistic expressions, understand and critique the racial formation of Asian/Pacific/Americans, and investigate how international conflicts, global economic systems, and ongoing migration affect APA communities and individuals and their intersections with others. Drawing upon diverse faculty, archival, and community-based resources, the Five College program in Asian/Pacific/American Studies encourages students not only to develop knowledge of the past experiences of Asian/Pacific/Americans, but also to act with responsible awareness of their present material conditions.

Requirements:

A minimum of SEVEN courses, distributed among the following categories. (As always, to be counted toward graduation, courses taken at another campus must be approved by campus advisors.)

1. One foundation course. Normally taken during the first or second year, this course offers an interdisciplinary perspective on historical and contemporary experiences of Asian/Pacific/Americans. Attention will be paid to interrogating the term Asian/Pacific/American and to comparing different APA populations distinguished, for example, by virtue of their different geographical or cultural derivations, their distribution within the Americas, and their historical experience of migration.
2. At least five elective courses. Students must take at least one course from each of the following categories. (Three of these five courses should be chosen from among the core courses and two may be taken from among the component courses.)
   a) Expressions. These courses are largely devoted to the study of APA cultural expression in its many forms.
   b) U.S. Intersections. These courses are dedicated substantially to the study of Asian/Pacific/Americans but are further devoted to examining intersections between APA experiences and non-APA experiences within the United States.
   c) Global Intersections. These courses have their focus outside the United States but offer special perspectives on the experiences of Asian/Pacific/Americans.
3. Special Project. Normally fulfilled in the third or fourth year, this requirement involves the completion of a special project based on intensive study of an Asian/Pacific/American community, historical or contemporary, either through research, service-learning, or creative work (e.g. community-based learning project, action-research, internship, performing or fine arts project, etc.). Normally the requirement will be fulfilled while enrolled in an upper-level, special topics, or independent study course, although other courses may be used subject to approval of the campus program adviser. Projects should include both self-reflective and analytic components. Students fulfilling this requirement will meet as a group at least once during the semester to discuss their ongoing projects, and at the end of the semester to present their completed projects at a student symposium or other public presentation. Students' plans for completing the requirement should be approved by a campus program advisor in the previous semester.

Further Stipulations

- Grades: Students must receive the equivalent of a "B" grade or better in all courses counted toward the Certificate. (In the case of Hampshire students taking courses at Hampshire, "B" equivalence will be determined by the Hampshire program adviser, based on the written evaluations supplied by course instructors.)
- Courses counted toward satisfaction of campus-based major requirements may also be counted toward the Five College Certificate.
- No course can be counted as satisfying more than one certificate distribution requirement.
- Courses taken abroad may be used to fulfill the distribution requirement with the approval of the campus program advisor.

Recommendation

- Students are encouraged to attain some proficiency in at least one language other than English, especially if such proficiency facilitates the completion of the Special Project component of the Certificate Program. While English is sufficient and appropriate for the completion of many projects involving Asian/Pacific/American communities, many sources and communities can be consulted only through other languages.

Administration and Advisement

Each year, each campus will designate two or more faculty members to advise students seeking the Five College Certificate in Asian/Pacific/American Studies. These advisers will constitute the Five College Asian/Pacific/American Studies Certificate Program Committee and will review and approve applications for the certificate in spring semester of the senior year. Upon the committee's certification that a student has completed all requirements of the program, the committee will notify the registrar at the student's campus so that award of the certificate can be noted on the official transcript. Students completing program requirements will also receive a certificate recognizing their achievement.

Courses

The following courses represent the core and component courses for Asian/Pacific/American Studies in the Five Colleges. Core courses represent those courses devoted to A/P/A materials. Component courses typed in bold print represent those with significant A/P/A materials. Component courses in light print represent those with potential A/P/A materials.

Introductory

CORE

AMS 230, Asian American Experience, Smith, Staff
English 391A, Introduction to Asian American Studies, UMass, Maira

Expressions

CORE

English 73, Asian American Writing, AC, O'Connell
Art History 342, Imagining Chinatown, MHC, Lee
English 267, Asian American Lit., Smith, Cheung
English 278, Asian American Women Writers, Smith, Cheung
English 354, Gender and Sexuality in Asian American Literature, Smith, Cheung
Theater XXX, Asian American Drama, UMass, Uno

COMPONENT

English 251, Literature of the Black Empire, MHC, Stephens
English 272, Ethnic Expression in America, MHC, Weber
English 341, Primitivism and Exoticism in American Lit, MHC, Benfey
English 370, The Caribbean in American Culture, MHC, Stephens
English 372, The Literature of Exile, MHC, Stephens
English 120, Writing American Lives, Smith, Cheung
English 248, American Literature, 1865–1914, Smith, Millington
English 266, Postcolonial Literature, Smith, Hai
Comparative Literature 391D, Buddhism and American Culture, UMass, Miller
English 270, American Identities, UMass, Knoper
English 491B, Literature Between Worlds, UMass, Radhakrishnan
Theater 696, Dramaturgy in Action, UMass, Uno
HACU 218, In Our Own Hands, Hampshire, Lynch
HACU 234, Traveling Identities, Hampshire, Rueschmann

CLT 272, Women Writing: 20th Century Fiction, Smith, Schuster
English 120, Modern Drama, Smith, Gilleman
English 120, American Journeys, Smith, Millington
English 264, American Women Poets, Smith, Van Dyne
Comparative Literature 151, Fiction East and West, UMass, Staff
English 117, Ethnic American Lit., UMass, Staff
English 279, Introduction to American Studies, UMass, Davidov
Honor's 392I, Interpreting Asian American Literature in the Global, UMass, Staff

Global Intersections

CORE

Poli Sci 47, Asian/Asian American Women, AC, Basu
SS XXX, Chinese Diaspora, Hampshire, Chang
Anthro 203, Exploring Asian Americas, MHC, Roth
Asian Studies 397A/Geosc 332, Southeast Asia, UMass, Hafner/Habana
English XXX, Immigration, Diasporas, and Transnationalism, UMass, Maira
English 891L/Anthro 891N, Documenting Asian America, UMass, Maira

COMPONENT

SS 285, Globalization and Subjectivity, Hampshire, Chang
Anthro 216, Citizenship, Migration, Diaspora, MHC, Roth
History 101, Imperialism and American Culture, MHC, Renda
EAL 236, Modernity: East and West, Smith, Knight
PPL 353, United States Immigration and Refugee Policy, Smith, Rose
Afro-American Studies 190G, Racism and the American Experience, UMass, Strickland
Education 229, International Education, UMass, Habana
Geosciences 496A, South-East Asian Diaspora, UMass, Hafner
Women's Studies 393D, Gender and Agency in Theory and Practice, UMass, Duchamp
Women's Studies 397B, Impact of Globalization on Women, UMass, Fahid
WST 310, Queer Globalizations, Local Homosexualities, Smith, Staff
History 116, History of East Asia and Japan, UMass, Minear
Sociology 244, Sociology of Immigration, UMass, Modell

U.S. Interconnections

CORE

Com 397A/Colloq 20, Citizenship in the Age of Media, AC/UMass, O'Connell
Pol Sci 47, Asian American Women, AC, Basu
English 391, Reading and Writing Youth Cultures, UMass, Maira
Theater 130, Contemporary Playwrights of Color, UMass, Uno

COMPONENT

History 276, United States Women's History Since 1890, MHC, Renda
Politics 347, Racial Stratification and Urban Political Economy, MHC, Smith
Psych 213, Psychology of Racism, MHC, Tatum
Psych 233, Educational Psychology, MHC, Packard
AMS 201, Introduction to the Study of American Society, Smith, Staff
Gov 216, Minority Politics, Smith, Garcia
Sociology 213, Ethnic Minorities in America, Smith, Candelario
Sociology 313, America's People, Smith, Rose
WST 300, Women of Color in Feminist Movements, Smith, Ferguson
Afro-American Studies 297B, The Radical Tradition in American History, UMass, Sinha
Education 377, Introduction to Multicultural Education, UMass, Nieto
Sociology 106, Power and Social Identities, UMass, Lao-Montes
Sociology 340, Race Relations, UMass, Royster
Theater 697A, Multicultural Theater Practice, UMass, Uno
Women's Studies 201, Critical Perspectives on Women's Studies, UMass, Staff
Women's Studies 391, Women of Color, UMass, Staff
Education 205, Race, Class, Culture, and Gender in the Classroom, MHC, Lawrence
Politics 210, Minorities and the Law, MHC, Stewart
SS 134, Law and Difference, Hampshire, Risech-Ozeguera
SS 3551, Gender, Race and Class in U.S. History and Society, Hampshire, Nisonoff/Tracy
SS XXX, Race in the United States, Hampshire, Risech-Ozeguera
WOST 187, Introduction to Women's Studies, UMass, Staff
WOST 301, Feminist Theory, UMass, Staff
WOST 397, Social Construction of Whiteness and Women, UMass, Avakian

Five College Certificate in Culture, Health and Science

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisers on each campus, students choose a sequence of courses available within the five campuses, and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective:

I. Overviews of biocultural approaches: covering biocultural and comparative approaches to human health and disease.

II. Mechanisms of disease transmission: mechanisms of health and disease growth and transmission within individuals and populations.

III. Population, health, and disease: the relationship among social, behavioral, economic, and other aggregate population forces and human health and disease.

IV. Healers and treatment: the organization, interpretation, and function of healers and treatment.

V. Ethics and philosophy: structures of knowledge about health and health care decision making, including ethical and philosophical issues.

VI. Research design and analysis: concepts of evidence, data collection, research ethics, measurement, and/or analysis.

Requirements:
The Five College Certificate in Culture, Health, and Sciences consists of seven courses with a grade of "B" or better, with at least one course in each of the six categories. No course may be used to satisfy more than one category. At least four of the courses must be above the introductory level. Students are urged to begin with courses in Categories I and II, and to take courses in Category II that will expose them to knowledge of health and disease processes at the level of the population as well as the individual or sub-organism levels. Students must also complete an independent research project through an internship, thesis, Division III project, course project, independent study, or other activity acceptable to their local campus adviser. At the discretion of the campus adviser, courses from the student's major can count toward the certificate. Certificate students are strongly urged to take at least four semesters—or its equivalent—of a second language. Such language training may be required for students seeking internships and summer research positions available through the Program.

For further details consult the Smith College representatives: Donald Joralemon, Department of Anthropology; Elizabeth Wheatley, Department of Sociology.

The Certificate is pending approval at Amherst College and the University of Massachusetts.

Five College Certificate in International Relations

The International Relations Certificate Program offers an opportunity for students to pursue an interest in international affairs as a complement to their majors. The program provides a disciplined course of study designed to enhance the understanding of the complex international processes—political, economic, social, cultural, and environmental—that are increasingly important to all nations. The Five College Certificate in International Relations essentially parallels the Smith College minor in international relations. They differ in the former's inclusion of language and grade requirements and, of course, its conduct under the rubric of Five College cooperation.

The Certificate Program consists of a minimum of eight courses covering the following areas of study:

1. Introductory world politics;
2. Global institutions or problems;
3. The international financial and/or commercial system;
4. A modern (post-1815) history course relevant to the development of international systems;
5. Contemporary U.S. foreign policy;
6. A contemporary foreign language up to a proficiency level of the second year of college;
7. Two courses on the politics, economy, and/or society of foreign areas, of which one must involve the study of a developing region.

A complete list of the Five College courses for each of the seven requirements is available at www.mtholyoke.edu/acad/intrel/5col/homepage.htm. Not every Five College course is accepted at Smith for degree credit; students should consult with their advisers as to whether particular courses are acceptable for Smith and certificate credit.

No more than four of these courses in any one department can be counted toward the certificate, and no single course can satisfy more than one requirement. Students who complete the required courses with a grade of B or better (no pass/fail options) will receive the certificate.

There is at least one adviser on each campus for the International Relations Certificate:

Amherst College: Javier Corrales, Pavel Machala, Ronald Tiersky, William Taubman, Political Science.

Hampshire College: Michael Klare, Peace and World Security Studies; Fred Weaver, Social Science.

Mount Holyoke College: Vincent Ferraro, Politics; Sohail Hashmi, International Relations; Kavita Khory, Politics.

Smith College: Mlada Bukovansky, Mary Geske, Steven Goldstein, Tandeka Nkiwane.

UMass: James DerDerian, Political Science; Stephen Pelz, History; Eric Einhorn, Political Science; Peter Haas, Political Science; M.J. Peterson, Political Science.

Five College Certificate in Latin American Studies

The Five College Certificate in Latin American Studies offers students the opportunity to show an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance students' understanding of the complex region that comprises contemporary Latin America.

Minimum course requirements (minimum of three credits each):

1. A broadly based introductory course providing an overview of the social and political history of Latin America (such as History 260a/261b);
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, art history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin America and/or the Caribbean;
4. Four other courses which should be more advanced and more specific in focus;
5. A seminar which gives the student's course work in Latin American Studies an interdisciplinary force.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the five colleges or be taught by a faculty member not of the student's own institution.

The certificate adviser on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

Five College Certificate in Middle East Studies

The Five College Certificate provides an opportunity for students to complement a disciplinary major with multidisciplinary studies and linguistic attainments. Because of the wide range of courses available through the five colleges, students must design a program that will meet their intellectual, academic, and prospective professional needs in conjunction with an adviser from their home institution. The program is administered by the Five College Committee for Middle East Studies, which includes the program advisers from each campus. Students are encouraged to declare intentions and begin work with an adviser during the sophomore year. In addition to the courses offered through each of the five institutions, students are encouraged to spend time in the Middle East, learning Arabic and other languages and immersing themselves in the culture of the area. Plans for study abroad should be designed in consultation with the student's adviser. Courses from outside the five colleges will be counted as contributing toward the fulfillment of certificate requirements on the recommendation of the campus adviser and the approval of the committee. Students must receive a grade of B or better in every course counted toward the certificate.

Requirements:

1. Knowledge equivalent to at least two years of college study of a language of the region. Arabic and Modern Hebrew are currently taught in the Five Colleges; in consultation with an adviser, other languages of the region may be substituted.
2. Two introductory courses providing a historical overview of the medieval and modern periods.
3. Five courses from the following categories. Students must take at least one course from each of the first three groups, and no more than two from any single group.
   Group one: Religion/Philosophy
   Group two: History/Literature/Arts
   Group three: Social Sciences
   Group four: Additional language study beyond what is required to satisfy the language requirement above.

A list of courses offered at the five colleges satisfying each of the requirements is available from the advisers listed below and through the Five College Center or on the Five College Web page (http://www.fivecolleges.edu). Courses not listed, whether taken at one of the five colleges or elsewhere, must be approved by the Committee on the recommendation of the campus adviser.

There is at least one adviser on each campus in Middle East Studies.

Amherst College: Jamal J. Elias
Hampshire College: Ali Mirsepassi
Mount Holyoke College: Sohail Hashimi, Vincent Ferraro
Smith College: Keith Lewinstein
University of Massachusetts: Tayeb El-Hibri

Five College Self-Instructional Language Program

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes, and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20–30 minute oral exam; from that exam, the professor determines a grade for the course.

This program is for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

In general, these courses carry one-half of the credit carried by a traditional language course, but there are contingencies on every campus. The program director can provide additional information. These courses do not satisfy the language requirement on any campus. The only languages offered are those not offered in the classroom situation on any of the five campuses.

The self-instructional language program is administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the Center's director, Elizabeth H.D. Mazzocco.

Language Courses Offered in 2001–02

Czech I, II, III, IV
Hindi I, II, III, IV
Hungarian I, II, III, IV
Indonesian I, II, III, IV
Modern Greek I, II, III, IV
Norwegian I, II, III, IV
Serbo-Croation I, II, III, IV
Swahili I, II, III, IV
Thai I, II, III, IV
Turkish I, II, III, IV
Urdu I, II, III, IV

The Athletic Program

Lynn Oberbillig, M.B.A., Director of Athletics
Kimberly Allen, Associate Athletic Director

Senior Coaches
Kim Bierwert, B.S., Senior Coach of Swimming and Diving
Carla Coffey, M.A., Senior Coach of Cross Country and Track and Field
Christine Davis, M.S., Senior Coach of Tennis
Bonnie May, M.S., Senior Coach of Softball and Volleyball
Suzanne Payne, M.Ed., Senior Coach of Equestrian
Judy Strong, B.S., Senior Coach of Field Hockey and Lacrosse

Coaches
Tim Bacon, M.A., Coach of Squash
Charity Uman, M.S, Coach of Novice Crew
Liz Feeley, B.A., Coach of Basketball
Karen Klinger, B.A., Coach of Crew
Phil Nielsen, M.A., Coach of Soccer
Steve Samolewicz, J.D., Coach of Skiing

Sports Medicine Staff
Mary E. O'Carroll, M.S., Senior Athletic Trainer
Kelli Steele, Assistant Athletic Trainer

The athletic program offers opportunities for athletic participation to all students of the college, at the intercollegiate, intramural, and club levels. Students interested in athletic instruction should consult the exercise and sport studies department listings beginning on p. 193. Although Smith does not offer athletic scholarships, financial aid is available on the basis of need. Inquiries should be addressed to the Director of Athletics, Ainsworth Gymnasium, Smith College, Northampton, MA 01063.

Intercollegiate Athletics

The intercollegiate program emphasizes the pursuit of athletic excellence and the enjoyment of competition with other highly skilled athletes. There is opportunity for post-season play on a regional and national level for all teams and individuals who qualify. Smith is a founding member of the New England Women's and Men's Athletic Conference (NEWMAC) and belongs to Division III of the National Collegiate Athletic Association (NCAA) and the Eastern College Athletic Conference (ECAC).

In 2001–2002, the college will field the following intercollegiate teams:

Basketball. Season: November–March. Practice hours: M T W Th F 4–6 p.m., Liz Feeley.

Crew. Season: September–November, January–May. Practice hours: M T W Th F 4–6 p.m. or 6–8 a.m. and as schedules permit, Head Coach, Karen Klinger and Charity Uman, novice crew coach.

Cross Country. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Carla Coffey.

Field Hockey. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Lacrosse. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Judy Strong.

Equestrian. Season: September–November, February–May. Practice hours: To be arranged, Suzanne Payne.

Skiing. Season: January–March. Practice hours: November–December, M T W Th F 4–6 p.m. Interterm: 8 a.m.–4 p.m. February and March, to be arranged, Steve Samolewicz.

Soccer. Season: September–November. Practice hours: M T W Th F 4–6 p.m., Phil Nielsen.

Softball. Season: February–May. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

Squash. Season: October–March. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Tim Bacon.

Swimming and Diving. Season: September–March. Practice hours for swimming: M W 4–6 p.m., T Th 3–5 p.m., F 3:30–5:30 p.m.; practice hours for diving: M T W Th 5:45–7:30 p.m., F 1–3 p.m., Kim Bierwert.

Tennis. Season: September–November, February–April. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Christine Davis.

Track and Field. Season: Mid–November through December, preseason conditioning; technique and strength work. January–May, indoor/outdoor competition. Practice hours: M T W Th 4–6 p.m., and F 3:30–5:30 p.m., Carla Coffey.

Volleyball. Season: September–November. Practice hours: M T W Th 4–6 p.m., F 3:30–5:30 p.m., Bonnie May.

Intramural Athletics and Sport Clubs

The intramural program is for all students who want to participate in a recreational competitive program but who do not want to make the commitment of time required by varsity athletics. The focus of the intramural program is on intrahouse competition. The 35 houses vie with friendly rivalry for tournament championships in 3 on 3 basketball, floor hockey, indoor soccer, softball, tennis, volleyball, and ultimate Frisbee, and in special events such as a novice crew regatta (the Head of the Paradise), campus runs, inner tube water polo, flag football, triathlon, and croquet.

The club sports are a group of independent clubs under the guidance of the Smith College Athletic Association. They are supported by dues, fundraisers, SGA activities, fee allocations, and the Athletic Association. Open to Smith students of any ability level, club sports provide a resource to learn a new sport or practice a familiar one. Presently, there are 11 clubs: **Badminton, Croquet, Fencing, Ice Hockey, Marathon, Outing, Riding (dressage), Rugby, Synchronized Swimming, Ultimate Frisbee, and Water Polo.**

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Committee on Faculty Compensation and Development

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Committee on Educational Technology

Election will take place in the Fall of 2001–02. Six members of the faculty; Dean for Academic Development (Charles Staelin); Scott Bradbury (2004); Thomas Rohlich (2004); Samuel Intrator (2004); James Callahan (2004); Robert Burger (2003); Gregory White (2003); non-voting members: Executive Director of Information Technology Services (Herb Nickles); Director of Educational Technology (Robert Davis); Coordinator of Library Systems (Eric Loehr).

Faculty Council

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Committee on Grievance

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Committee on the Library

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Class Schedule

A student may not elect more than one course in a single time block except in rare cases that involve no conflict.

Monday	Tuesday	Wednesday	Thursday	Friday
8–8:50 a.m. A	8–8:50 a.m. A+	A	8–8:50 a.m. B+	A
9–9:50 a.m. B	9–10:20 a.m. G	B	G	B
10–10:50 a.m. C		C		C
11 a.m.–12:10 p.m. D	10:30–11:50 a.m. H	D	H	D
1:10–2:30 p.m. E‡	1–2:50 p.m. J	E‡	1–2:50 p.m. L	E‡
2:40–4 p.m. F‡		F‡		F‡
	3–4:50 p.m. K		3–4:50 p.m. M	
			4–4:50 p.m. C+	
4:50 p.m.				
7:30–9:30 p.m. X*	7:30–8:20 p.m. W **	7:30–9:30 p.m. Y*	W	7:30–9:30 p.m. Z*	W **

\+ Additional meeting times for A, B, and C blocks, as noted in course listings
‡ A three-hour laboratory session scheduled across blocks E-F runs from 1:10 to 4 p.m.
* A three-hour laboratory session scheduled in block X, Y, or Z runs from 7 to 10 p.m.
** Reserved for activities and events.

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